DOCUMENT RESUME

ED 314 753 CS 212 192

AUTHOR	Walker, Bernard A., Ed.; Klein, Dorothy, Ed.
TITLE	RCT English Writing Practice.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.; New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO	ISBN-0-88315-984-8
PUB DATE	88
NOTE	120p.; For companion student study text, see CS 212 191.
AVAILABLE FROM	Curriculum Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 ($17.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Business Correspondence; *Computer Assisted Instruction; Computer Literacy; High Schools; Microcomputers; Minimum Competency Testing; Technical Writing; Word Processing; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS	*New York State Regents Competency Tests; Writing Contexts

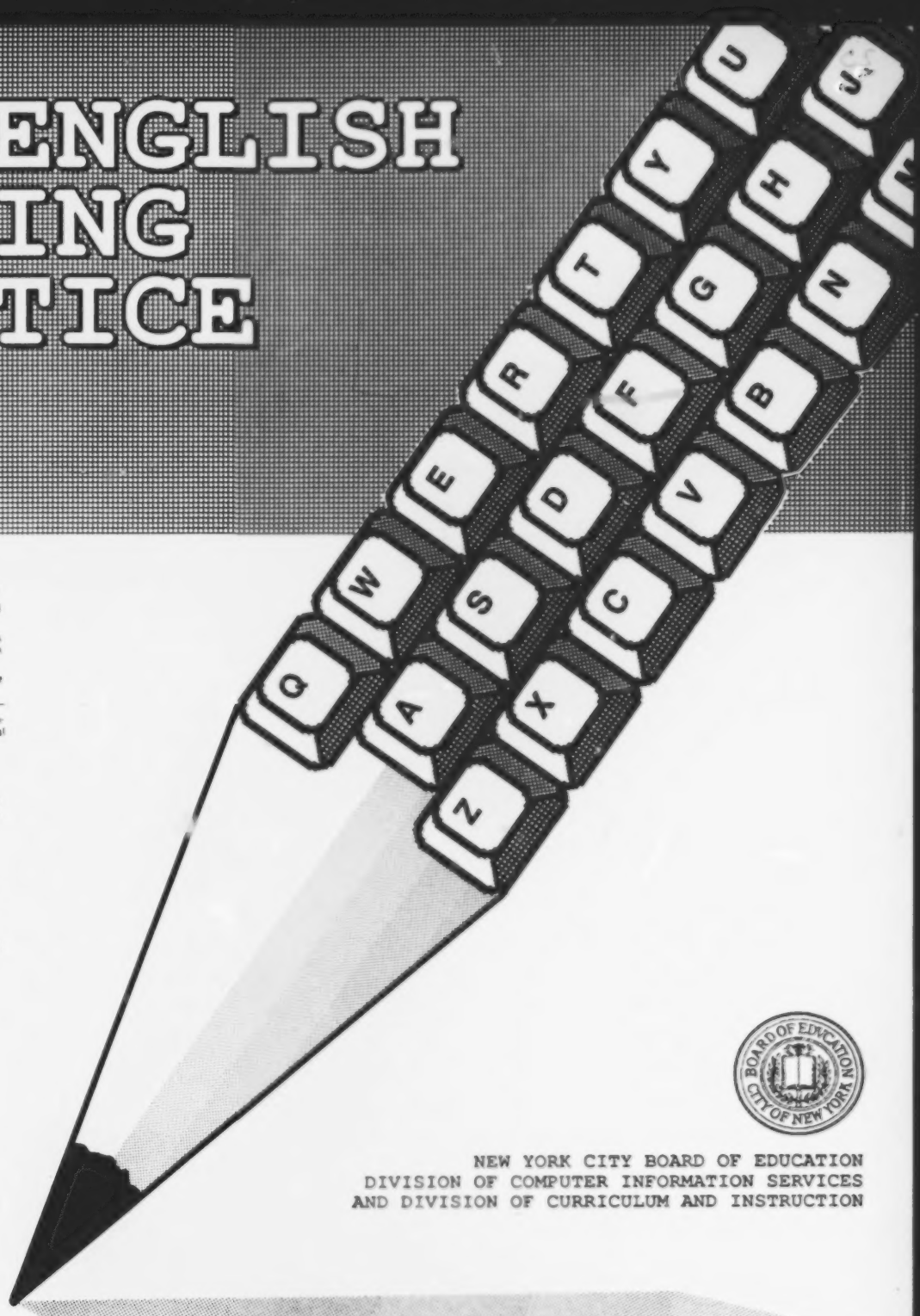
ABSTRACT

Recognizing the rapid establishment of the computer as a routine instrument of instruction, this guide demonstrates with lesson outlines and materials the many ways in which English and/or computer literacy teachers can use microcomputers to teach RCT (Regents Competency Test) English Writing Practice topics. Front matter consists of a foreword, introduction, notes for the user, acknowledgements, preface, a description of suggested classroom management procedures, a brief "Introduction to RCT English Writing Practice" addressed to educators, and an overview of using the word processor. The body of the guide is in three main sections, corresponding to the three separate tests comprising the RCT. The first section deals with business letters in 9 topics and with 20 related student materials. The second section deals with reports in 5 topics and 17 related student materials. The third section looks at compositions in 3 topics and 15 related student materials. Appendixes include a glossary of computer terms, software duplication guidelines, and other computer-related information. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED314753

RCT ENGLISH WRITING PRACTICE



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Dorothy Klein

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NEW YORK CITY BOARD OF EDUCATION
DIVISION OF COMPUTER INFORMATION SERVICES
AND DIVISION OF CURRICULUM AND INSTRUCTION

CS212192

- Report
- Business Letter
- Composition

cs

RCT English

Writing Practice

NEW YORK CITY BOARD OF EDUCATION

DIVISION OF COMPUTER INFORMATION SERVICES

DIVISION OF CURRICULUM AND INSTRUCTION

cs2/2/92

New York City Board of Education

Robert F. Wagner, Jr., President

Irene Impellizzeri, Vice President

Gwendolyn C. Baker
Amalia V. Betanzos
Stephen R. Franse
James F. Regan
Edward L. Sadowsky

Richard R. Green
Chancellor

Harvey Robins
Deputy Chancellor for Financial Affairs

Joseph J. Saccente
Chief Executive for Operations

Steven Schwager
Chief School Business Executive

Irwin Kaufman
Chief Information Officer

Copyright © 1988 by the Board of Education of the City of New York

Application for permission to reprint any section of this material should be made to the Chancellor, 110 Livingston Street, Brooklyn,, N.Y. 11201. Reprint of any section of this material shall carry the line, "Reprinted from *RCT English Writing Practice* by permission of the Board of Education of the City of New York."

New York City Public Schools should order additional copies of this publication from the Bureau of Supplies.

ISBN No. 0-88315-984-8

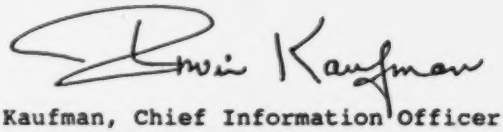
Other persons and institutions may obtain copies of this publication from the Curriculum Production Unit of the Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, N.Y. 11201 For information call (718) 935-3990.

Foreword

The rapid establishment of the computer as a routine instrument of instruction and its successful integration within curricula inspires educators to continue to explore its potential and expand its applications.

The purpose of this guide is to offer teachers and supervisors a working knowledge of current approaches to the direct application of the computer to the classroom, from which we can count on them to constantly devise new ideas for its use. Since computer-centered instruction rests upon a dynamic, evolving technology, only flexible and contemporary methods and materials will lead to fulfillment of its possibilities for the benefit of our children. We encourage our colleagues to experiment freely from the base of this guide's lesson plans and suggestions, and to work in concert with us to assure the computer's continued use as an efficient classroom tool.

I invite you to write to me directly with any comments or suggestions.



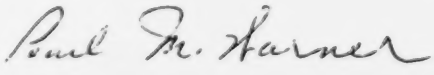
Irwin Kaufman, Chief Information Officer
Division of Computer Information Services

Introduction

The use of computers in classrooms to support and extend instruction is a topic which is being discussed in major educational forums across the country. Until a few years ago, computer use in schools was the exclusive domain of mathematics departments. Now, however, other content area departments have found ways to use computers to enhance the teaching of their subjects.

This guide demonstrates the many ways in which English departments can use microcomputers to assist teachers in teaching RCT English Writing Practice topics. Computers can be used to enhance the learning process by assisting students in recording and categorizing data and formulating conclusions. We are confident that this new technology will extend student learning in ways not possible before.

We hope that the suggestions and materials included in this guide will demonstrate and support the range of uses of the computer in English classes.



Pearl M. Warner, Executive Director (Acting)
Division of Curriculum and Instruction

Notes on the Use of This Guide

RCT English Writing Practice is designed to serve as a resource guide to assist teachers of English and/or computer literacy in preparing their students for the Regents Competency Test in Writing, an examination which all high school students must pass before graduation.

Each of the topics in this guide represents an approach to the use of the word processor as an enhancement to regular classroom instruction. Teachers will find that the use of the word processor will alleviate much of the frustration associated with the writing, editing and structuring of documents and allow students to make desired changes quickly and easily.

Teachers who are not familiar with the various word processing programs available are referred to the following publications of the Division of Computer Information Services: A Guide to the Use of Tool Software for the Commodore Computer, Apple Tool Software including Public Domain and MS DOS Tool Software including Public Domain, and to their local Technical Assistance Center. See the appendix entitled "For More Help" for the address of the TAC nearest you.

Teachers are also referred to the Student Study Guide, which contains all handouts printed in this book as well as homework and/or classroom assignments which accompany the various lessons.

It is hoped that by reading this guide carefully and using its materials judiciously, teachers and supervisors will be able to make maximum use of computers in enhancing instruction in this curriculum area.

Acknowledgments

RCT English Writing Practice, along with its companion Student Study Text, is a joint project of the Division of Computer Information Services, Irwin Kaufman, Chief Information Officer, and the Division of Curriculum and Instruction, Pearl M. Warner, Executive Director (acting).

Joseph H. Ealone, Director of the Office of Technical Assistance and Support, Division of Computer Information Services, is responsible for supervision of technology staff and curriculum development. Steven Tribus, Director of Communication Arts, Division of Curriculum and Instruction, is responsible for English/Language Arts instruction.

Stephen Radin, Citywide Curriculum Administrator, Division of Computer Information Services, served as project supervisor and was responsible for ongoing project design, review and development. Original topics for this book were contributed by Michael Blyth, Concord High School, and Ellen Topol, P.S. 153K. The book was edited by Bernard A. Walker, Supervising Principal, retired, and Dorothy Klein, Assistant Citywide Curriculum Administrator, Division of Computer Information Services.

The final manuscript was prepared for publication by Wayne Hepner and Ernest Mortuzans of the Division of Computer Information Services.

Word Processing:	Wayne Hepner
Graphics/Production:	Ernest Mortuzans
Cover:	Collin Kellogg

Preface: Computers — Teaching Tool

Computers were obviously not in mind when antislavery preacher Henry Ward Beecher offered this defense of technology over a hundred years ago:

"A tool is but an extension of a man's hand, and
a machine is but a complex tool..."

We may nevertheless find in it encouragement in considering their applicability to teaching and learning. Teachers already seasoned in computer-based instruction understand its power in raising instructional effectiveness, and are free of unwarranted concern about bypassing human reason and the loss of affective considerations. Others, at the threshold of engaging this seemingly robotic methodology, may confidently expect that even these complex machines are simply extended tools of instruction. They are fully controlled by the instructor's hands as readily as the conventional ones - chalk, textbooks and the like.

Teachers may anticipate at least the following advantages to incorporating the computer into their regular instructional program:

- students may study individually, and yet together, on synchronized exercises
- each student is required to focus attention narrowly; the graphic, repeatable presentations and explanations may ensure a clearer understanding of the lesson's topic
- it allows a greater immediacy of active, individual response for a greater number of students
- it gives students immediate feedback to their responses
- students may work at their own pace rather than at the pace of an imaginary class median
- it makes possible a more extended contact with the subject matter, as an individual or as part of a small group
- it affords absentees a certain and convenient way to catch up on missed studies
- it opens up to teachers strategies to make more efficient use of class time than some traditional question-and-answer lessons
- students' responses are treated in a nonjudgemental way, which may make learning more comfortable for some students; it never gets tired of a demand for countless repetitions of the same instruction
- it may free the teacher of not just routine instructional tasks but also tiresome chores of keeping records of student needs and progress
- an additional varied approach to presentation and drill is made available

- it holds an intrinsic motivational quality that may increase student interest, concentration and retention

Experienced teachers will quickly recognize that these established advantages are thoroughly consistent with sound teaching practices and, skillfully applied, provide considerable support for their efforts to provide students with optimally effective and interesting instruction.

We are confident that the enclosed software will make teaching and learning a little more rewarding and enjoyable for you and your students.

Classroom Management Procedures

Thirty-six students working independently at 16 or more computer stations can easily lead to an almost chaotic confusion during a computer lab period, particularly if finding and distributing each student's working diskette takes too much time at the start. In addition, your ability to retrieve the performance information the program will record for each student depends upon carefully organizing the distribution and collection of the diskettes from the start. For these reasons, and a host of others, it is a good idea to think of classroom management procedures long before the computer lab period actually takes place, and to structure both the computer period and the computer room in ways that will make the period run smoothly and effectively.

In an ideal world each of your students would be able to work independently at a computer workstation, and that situation may exist in some classrooms at some times during the year. But most classes consist of 30 or more students and most computer labs of 16 or fewer workstations; the large number of workstations and the larger number of students require careful record keeping and classroom management. Students must work in a highly structured environment in the lab or they will accomplish much less than you expect them to.

The following outline of suggested procedures will help you create a structured computer lab; after a few periods in the lab you may want to modify the procedures to better suit your own needs.

I. Before the computer lab period.

1. If you are not familiar with the computers in your school, or not entirely comfortable with them, spend some time working with them on your own before you guide your students in using them. Your uncertainty or uneasiness about computers may leave you at a loss at some point in your lesson or be transmitted to those of your students who also feel intimidated by the machine. In either case it will have a negative effect on your lesson.

2. Preview the software you intend to use thoroughly. Learn what it does and how it works. Find out what background information your students will need to run the program --for example, what vocabulary they will have to know. Once 16 groups of students start working and, presumably, asking questions, it will be impossible to decipher anything about the program that you, and they, may find confusing.

3. Number each workstation in the computer lab clearly, so that you and the students can see the numbers easily.

4. The copyright of the enclosed diskettes belongs exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of these diskettes for use in the New York City Public Schools, either in day or evening sessions, without obtaining further permission. Use the DOS diskcopy command to create one set of operating diskettes of the program you plan to use for each student in the lab, plus some extras in case a few of your copies don't function or are lost. Do this for each class with which you intend to use the program. After you have made as many copies as you need, place the original program diskette in a secure place for future duplication.

If it isn't possible to copy one student working diskette for each member of the class, you can use one diskette at each workstation. However, the advantages of individual student diskettes outweigh the disadvantages, and by a wide margin. Diskettes are relatively inexpensive, particularly when they are ordered in large quantities, and you will be able to use them year after year, virtually forever, simply be recopying the original program diskette over them whenever a class completes the program. In addition, providing each student with an individual diskette will prevent certain student generated errors from occurring and make classroom management and student evaluation much easier for you. Refer to the section of this booklet entitled "Software Duplication Guidelines" for copying instructions and for information about obtaining diskettes through a Bureau of Supplies contract.

5. Clearly label each diskette to coincide with one of the workstations--i.e., diskette number 14 must always be used at workstation 14. (Of course, any diskette will work at any station, but for classroom management purposes make sure the students follow this rule strictly.)

6. Divide your class into workstation groups of two, three, or four students, as needed. Look over the student combinations carefully before making final assignments. If you don't feel that a particular combination of students will work well together for an extended period of time, don't allow them to form a group. Once a group has been established, it will be necessary for those students to work together through each of the modules in the program, a procedure that can last for weeks.

7. Assign each group a work station number and keep a close record of the names of the group members and their group number. Each group should work at the same workstation through the entire program, and with the same student operating diskette. Each student operating diskette will eventually hold all of the records of only those students who use that diskette.

   If a student uses a different diskette each time he works, the records will be scattered among them all, and it will be difficult to retrieve them; for 30 or more students it would be too time consuming to be feasible.

8. As an extra precaution, label each diskette with the names of the students who will use it.

II. During the computer lab period.

1. At the beginning of the period have the students sit at their assigned workstations, with no exceptions. Then distribute the diskettes according to their corresponding numbers; the student names on the diskettes should also correspond to the students who are at each workstation.

2. At the end of the period collect the diskettes and store them in numerical order to make their distribution at the next period easier.

3. Once you have established workstation groups, assignments, and procedures, resist any temptation to make changes unless the changes will clearly be to your advantage. As in any classroom, the closer you follow established procedures, the more control you will maintain over the period and the more effective the use of the software will be.

An Introduction to English Writing Practice

Dear Educators,

Welcome to RCT English! As you know by now, every student in New York State is required to pass the Regents Competency Test in Writing in order to graduate from high school. The purpose for the tests is to ensure that all students have at least minimal writing skills before they leave high school to enter the job market or go on to college.

This manual was prepared and developed by the Division of Computer Information Services of the New York City Board of Education. The manual was created to help you, the English or computer literacy teacher, to prepare your students for this examination. It is recommended that you use this manual in conjunction with the word processor of your choice. This guide is non-computer-specific.

The assignments in this manual were modeled after actual RCT Writing tests. The RCT Writing examination is actually three separate tests, namely: The Business Letter, The Report and The Compositon. The format for the tests is the same each year. This was taken into account when developing this manual.

To help you with your instruction of the three parts, each writing task is broken down into easy-to-follow steps. These steps are explained by using a DEMONSTRATION task for each of the 3 parts of the test. For each, you will find a sequence of activities that closely resemble what you do each day in your own classrooms as you teach developmental lessons. These 3 activities are as follows:

1) Instruction

An initial explanation of the assignment is given to provide an overview of the purpose of the task and the reasons people use the particular writing device in their business and personal lives.

2) Demonstration

This section guides the student through each step in the task by using a sample lesson. Each step is fully explained and an answer key is provided. Depending on the task, different formats and outlines are included.

3) Practice

For each lesson, three "practice" lessons are included. These assignments will allow students ample practice time with each task. By completing the practice assignments, students will hopefully improve their writing ability and master the skill of writing business letters, reports and compositons.

Table of Contents

Foreword iii
Introduction iii
Notes on the Use of This Guide iv
Acknowledgments v
Preface: Computers - Teaching Tool vi
Classroom Management Procedures viii
An Introduction to RCT English Writing Practice x

Topic 1 Overview: Using the Word Processor 1

THE BUSINESS LETTER 3

Topic 2 An Introduction to the Business Letter 5
Topic 3 The Seven Parts of a Business Letter 7
Topic 4 The Business Letter Format 9
Topic 5 The Business Letter Format - Completion 11
Topic 6 The Components of the Body of a Business Letter 13
Topic 7 Identifying Important Information in a Business Letter 15
Topic 8 Writing the Rough Draft and Final Copy of a Business Letter 17
Topic 9 Practice Writing of Business Letters 19

Related Student Materials

Introduction: Writing a Business Letter 21
The Seven Parts of a Business Letter 22
Blank Format of a Business Letter 23
The Three Components of the Body of a Business Letter 24
Business Letter Format 25
RCT Business Letter: Demonstration Task 26
Analyzing the Body of a Business Letter 27
Sample Answer to Demonstration Task 28
Practice Assignment #1 - Task 29
Practice Assignment #1 - Sample Letter 30
Practice Assignment #2 - Task 31
Practice Assignment #2 - Sample Letter 32
Practice Assignment #3 - Task 33
Practice Assignment #3 - Sample Letter 34
Practice Assignment #4 - Task 35
Practice Assignment #4 - Sample Letter 36
Practice Assignment #5 - Task 37
Practice Assignment #5 - Sample Letter 38
Practice Assignment #6 - Task 39
Practice Assignment #6 - Sample Letter 40

THE REPORT 41

Topic 10 Instructions for Writing a Report 43
Topic 11 Strategies for Writing a Report 45
Topic 12 Analyzing the Report Information 47
Topic 13 Identifying and Categorizing the Main Ideas or Sub-Topics 49
Topic 14 Writing the Rough Draft and Final Copy of a Report 51

Related Student Materials

Intructions for Writing a Report 53
RCT Demonstration Report Task 54

Analyzing the Report Information 55
Identifying the Main Ideas of a Report 56
Categorizing the Main Ideas of a Report 57
Writing Complete Sentences From Sentence Fragments 58
Grouping Sentences Into Paragraphs: Sample Final Report 60
Practice Assignment #1 - Task 61
Practice Assignment #1 - Sample Report 62
Practice Assignment #2 - Task 63
Practice Assignment #2 - Sample Report 64
Practice Assignment #3 - Task 65
Practice Assignment #3 - Sample Report 66
Practice Assignment #4 - Task 67
Practice Assignment #4 - Sample Report 68
Practice Assignment #5 - Task 69
Practice Assignment #5 - Sample Report 70

THE COMPOSITION 71

Topic 15 The Need for Persuasive Writing 73
Topic 16 Outline for the RCT Persuasive Essay 75
Topic 17 Writing the Rough Draft and Final Copy 77

Related Student Materials

Composition Format for the RCT 79
RCT Demonstration Composition Task - Theme 80
RCT Demonstration Composition Task - Creating Paragraphs 81
RCT Demonstration Composition Task - Introductory and Closing Paragraphs 82
RCT Demonstration Composition Task - Sample Composition 83
Practice Assignment #1 - Task 84
Practice Assignment #1 - Sample Composition 85
Practice Assignment #2 - Task 86
Practice Assignment #2 - Sample Composition 87
Practice Assignment #3 - Task 88
Practice Assignment #3 - Sample Composition 89
Practice Assignment #4 - Task 90
Practice Assignment #4 - Sample Composition 91
Practice Assignment #5 - Task 92
Practice Assignment #5 - Sample Composition 93

APPENDICES 95

Glossary of Computer Terms 97
Software Duplication Guidelines 104
Copying Public Domain Diskettes for MS DOS Computer 105
Copying Public Domain Diskettes for Apple Computer 107
Caring for Your Diskettes 109
For More Help 110

TOPIC 1: Overview — Using the Word Processor

Aim: What are the components of the Regents Competency Test?
How can the word processor be an effective tool in preparing for the RCT?

Performance Objectives: Students will be able to:

- describe the three writing tasks required of them on the RCT: I. Business Letter; II. Report; III. Composition.
- explain the factors that make up effective writing: coherence, organization, grammar, spelling, and punctuation.
- describe how using a word processor allows for quick and efficient corrections of the first draft of a written task.
- state how the word processor is a time-saving device for rewriting
- use the word processor for all aspects of the writing task: prewriting, writing and rewriting.

Do Now:

List three ways in which the word processor will help you with your writing skills. (Then brainstorm with the class additional reasons.)

Materials:

Any materials to familiarize the student with the word processor that they will be using.

Motivation:

Have you ever used a WORD PROCESSOR for writing assignments? How have you found using the WORD PROCESSOR helpful? Why, do you think, so many authors now rely on word processors? Discuss with students the ease and the ways which they can use a word processor for self-corrections. Elicit also that handwriting is not a consideration when using the word processor. (Poor handwriting is a factor that inhibits some students; when they use the word processor they have to concentrate only on effective writing.) The most widespread computer application is word processing. Can you imagine how marketable your skills would be if you were proficient in the use of word processors?

Development:

1. Explain to the class the format of the RCT and what will be required of them to get a passing grade.

2. Have students discuss their specific areas of weakness in writing.

3. Tell students that they will be learning effective techniques to help them on the RCT.

4. Elicit the meaning and examples of the elements of effective writing style: coherence, organization, grammar, spelling, and punctuation.

5. Demonstrate some of the self-correcting functions of the word processor using a large screen monitor, if available, e.g., delete, search, insert, move text.

6. Explain to the class that in order to write effectively one should follow the process: PREWRITING, WRITING, and REWRITING. Reiterate that the word processor is one of the most effective tools to deal with these three stages of the process.

   A. PREWRITING: This is the part of the writing process in which students brainstorm the ideas that they may include in their writing assignments. (i.e. PREWRITING: Semantic mapping, outline form, or just jotting down ideas.)

   B. WRITING: This is when the students begin to organize their ideas into coherent paragraphs, so that the writing assignment has an effective beginning, middle, and end.

   C. REWRITING: At this point the students reexamine the writing assignment to see if there are any elements that are missing. The student examines the writing assignment for: coherence, organization, grammar, spelling, and punctuation. It is during this stage that the word processor can be a most efficient time-saving device that will serve as a bridge to effectively handwritten letters, reports and essays.

Summary:

1. What are the components and requirements of the RCT?
2. What is the value of using the word processor to help prepare for the RCT?
3. What three tasks are effective to use in the writing process? Why?
4. What is PREWRITING?
5. What elements of writing does one reexamine during the REWRITING process?

Homework:

Write a composition about the way that you plan to improve your writing skills. Include the three parts of the writing task in your assignment. Hand in your PREWRITING, WRITING, and REWRITING tasks for this assignment. Remember: All of these components are important elements of your final product.

Enrichment:

For any topic of your choice, do PREWRITING utilizing three different formats (semantic mapping, outline form, jotting down ideas). See which of these PREWRITING tools you are more comfortable with and explain the reason(s).

THE BUSINESS LETTER

TOPIC 2: An Introduction to the Business Letter

Aim: What are the requirements for writing a business letter?

Performance Objectives: Students will be able to:

- explain how the business letter is a device for communication.
- explain why the standardized format is an important part of the business letter.
- give examples of when a business letter would be required.
- describe how the word processor proves advantageous to the composing of a business letter.

Do Now:

Using the word processor:

1. Describe two occasions when a business letter would be required.
2. Describe two ways in which the business letter differs from a friendly letter.

Materials:

- computer and word processor of choice
- Writing A Business Letter explanation sheet. (This sheet is an introductory explanation of the business letter)

Motivation:

You are playing your newly-purchased FM radio on a rainy day and find that the sound is greatly distorted. You feel that may be due to faulty manufacturing. The manufacturer of this radio is in a different state. What is now required if you wish to communicate this problem, assuring a record of your complaint for both the manufacturer and yourself?

Imagine that your letter to the manufacturer has just been completed. However, you realize that by mistake you indicated the wrong brand of radio. What tool would be useful in helping you to make the necessary corrections quickly and efficiently? Elicit: word processor, and then discuss/demonstrate the special functions of word processors that facilitate revising, e.g., delete, insert, search for spelling, usage and punctuation errors, and move text for moving blocks of text.

Development:

1. Distribute the Writing A Business Letter handout and review it with the class.

2. Ask the students to tell of instances, either real or imaginary, in which the use of a business letter would prove appropriate.

3. Discuss the major parts of the business letter, as described in the handout.

4. PREWRITE (draft) the letter to the manufacturer of the FM radio as a whole-class exercise, using the board or large-screen monitor to record students' contributions on content and layout of the letter, based upon the discussion of the handout and their own recollections of business letter format.

5. Using the class-developed letter as a guide, instruct students to draft individual business letters on their word processors, based on the same complaint situation, and to save the file, <Radio> for future use.

Summary:

1. Compare the business letter with other kinds of letters you have used.
2. Explain the reasons for a standardized format for business letters.
3. Describe the special functions of a word processor that facilitate revising.

Homework:

With the permission of the person for whom the letters are intended, bring in samples of letters. Try to find letters that you feel depict the business format and letters that you feel do not. Explain the reasons for your answer in each case. In addition, explain the reasons for a standardized format in a business letter.

Enrichment:

Describe two complaints that you may have about a defective toy or household device. How would you convey these complaints to a manufacturer? Write a letter about one, making sure that you include as many components of the business letter as suggested in "Writing a Business Letter."

TOPIC 3: The Seven Parts of a Business Letter

Aim: What are the 7 Parts of a Business Letter?

Performance Objectives: Students will be able to:

- state the 7 major parts of the standardized business letter format.
- identify the correct name and location of each major part of the business letter.
- describe the specific function of each part of a business letter.
- give some advantages to using a word processor to facilitate the writing of the seven major parts of a business letter.

Do Now:

List three situations which might lead you to write a business letter.

Materials:

- computer and word processor of choice
- The 7 Parts of a Business Letter (explanation sheet)

Motivation:

Have you, your family or friends ever purchased a tool or electrical device under warranty and then had that item break down? Imagine that you want either your money back or a new item. How would you communicate that desire to the manufacturer or store? Elicit: Write to them in the form of a business letter.

Development:

1. Explain to the class that they will be studying the format for the standard business letter.

2. Distribute the handout and review each item with the class. Elicit the significance of each item.

3. Have students write an outline for the business letter that shows the placement of each component of a business letter without writing the actual letter.

4. Explain and reinforce the punctuation that is included in each part, e.g., the comma between city and state, a colon instead of a comma after the salutation.

5. For each of the six parts of a business letter (excluding the body) have students write out three samples of each component using the word processor.

Summary:

1. State the 7 major parts of a business letter.
2. Explain the functions of each part.
3. What are the advantages of such letters?

Application:

Instruct students to initiate WRITING phase of business letter by revising letter in file <Radio> so that it includes the appropriate seven parts of a business letter.

Homework:

1. State the major advantages of using a word processor to facilitate the writing of the seven parts of a business letter.

2. Look through your past mail and find three business letters. Identify the major parts of each letter by labeling each part of the letters or their facsimiles.

Enrichment:

Explain one reason that might lead your parents to write business letters. Write the letter as if you were your parent. Make certain that the seven parts of a business letter are included. Now write the letter as if you or one of your classmates wrote it.

TOPIC 4: The Business Letter Format

Aim: What is the correct Business Letter Format?

Performance Objectives: Students will be able to:

- describe why each part of the business letter has its specific place within the business letter format.
- create their own "blank format" of a business letter.
- explain the DEMONSTRATION Task (Letter concerning the Runtopper Walkman Radio).

Do Now: Write 4 inside addresses of people you know.

Materials:

- computer and word processor of choice
- Demonstration Task of the RCT Business Letter
- Blank Format of the Business Letter (handout)

Motivation:

Why is uniformity in business letters important?

Development:

1. Distribute the two handouts.
2. Study the DEMONSTRATION Task with the class and explain that this will be used as the sample letter during the next few lessons.
3. Discuss the Blank Format of Business Letter form. Review each section and ask the class why certain parts, such as the Return Address, go at the top instead of the bottom.
4. Instruct the students to complete the blank handout (except the body of the letter) and check against a model placed on the board.

Summary:

1. State the parts of the business letter that identify the receiver of the letter, and explain their location on the letter.
2. State the parts of the business letter that identify the sender of the letter, and identify their location on the letter.
3. What are some typical closings for business letters?

Application:

Have students study and revise their letters in file <Def.Rad> so that they conform to Blank Format of Business Letter outline. Review with students the special functions of a word processor that make revising easier, such as delete, search, insert for spelling mistakes/usage errors/punctuation, string search for overused words, and move text for moving blocks of text.

Homework:

Prepare letters to three (3) utility companies that service your home, using the business letter format. It is not necessary to include the body of the letter.

Enrichment:

Identify the inside addresses of six (6) prominent Americans (e.g., the President). When might you need to use these addresses? Give examples.

TOPIC 5: The Business Letter Format - Completion

Aim: How do we use the Business Letter Format in a practical situation?

Performance Objectives: Students will be able to:

- use the word processor to create a business letter format.
- properly position each part of the business letter in its appropriate location.
- analyze the Runtopper Walkman letter as it refers to the business letter format.

Do Now:

Indicate on a piece of paper which part of a business letter is being represented by the following:

A. John Doe
B. 14 Cedar Grove
C. Sincerely, Lester Worth
D. To Whom It May Concern
E. December 24,19__

Materials:

- computer and word processor of choice
- The RCT Business letter handout
- The Business Letter Format handout

Motivation:

Often the type of response to your letter is determined by how well the letter is written. Clearly expressed information and adherence to the format are strong indicators of a well-written letter. The writer who stays within the format is the one that most readily conveys to the reader where to find all the pertinent information easily.

If you owned the Runtopper Walkman Radio and were writing a business letter to the company, how could you be certain that your business letter contained the necessary parts of a business letter?

Development:

1. Distribute the RCT business letter handout and the business letter format handout.

2. Review with the class the completeness of information (other than "Body") and correct placement of items on the Business Letter Format as it applies to the Demonstration Task situation.

3. Instruct the students to use the word processor to outline the letter (leave blank space for the "Body") to Erika Video, as given in Business Letter Format, and to save under the file name <Video> for further use.

Summary:

1. Describe the proper format of a business letter.
2. If you were an executive training a new secretary, what advice would you give him/her about maintaining standards for business letters.

Homework:

Find some business letters that you or your parents have received. With their permission, circle and label the different parts of the business letter. Only with their permission, bring these letters to class.

Enrichment:

Write your own business letter following this format. Explain how this format helps you to organize your ideas in a more efficient and coherent manner.

TOPIC 6: The Components of the Body of a Business Letter

Aim: What important information should the body of a business letter contain?

Performance Objectives: Students will be able to:

- describe the three categories of information often found in business letters.
- make a succinct and accurate statement of a problem situation.
- provide required related information.
- propose appropriate solutions to the stated problems.
- use the word processor to write the body of a business letter.

Do Now:

Using your word processor, compose a succinct statement describing a problem situation that would call for writing a business letter.

Materials:

- computer and word processor of choice
- Three Components of the Body of a Business Letter (handout)
- Blank Format of a Business Letter (handout)

Motivation:

How can we state our message effectively so that we have the best chance of having our problem understood?

Development:

1. Distribute the Three Components of a Business Letter handout and Blank Format of a Business Letter handout.

2. After reading and discussing the material, draft with the students an outline of the body of the letter to Erika Video, in keeping with the guidelines of the three components, and have students enter the outline in their word processor under the file <Video>. Save for later use. Students may also use Blank Format as a guide to keyboarding and/or for a handwritten record of their outlines.

Application:

Have students revise their own letters in the file <Radio> so that they fulfill the guidelines of the three components of the business letter.

Summary:

1. How are the three components of the body of a business letter used to maintain a standardized format?
2. What are the three components of the body of a business letter and how are they used to convey different information?
3. Distinguish between "statement of the problem" and "related information" in a business letter.

Homework:

Find 3 examples of a business letter you, your parents, family or friends have received in the mail. Look at each of these letters and circle with different colors the 3 components of the body of a business letter.

Find and label these elements:
a. statement of the problem
b. important related information
c. proposed solution

Enrichment:

On the word processor, or in your own handwriting if that is not available, write a business letter for the following situation: Imagine that you sent for tickets for your favorite Rock Concert a few months in advance. Ticketron (P.O. BOX 333, NYC, NY 10022) sent you tickets. However, they sent you tickets that have the wrong date. Furthermore, the tickets that they sent you are for more expensive seats than you actually paid for.

TOPIC 7: Identifying Important Information in a Business Letter

Aim: How can we analyze our business letter to make sure that it is written effectively?

Performance Objectives: Students will be able to:

- identify and outline the important information that should be included in the business letter.
- organize and correctly place information within the business letter.
- use the WORD PROCESSOR as an effective tool for business letter writing.

Do Now:

Do the following PREWRITING ACTIVITY: You are requesting a tuition refund from EXCEL COLLEGE because you decided to go to another school. Do a semantic map, an outline, or just jot down some ideas that you would like to include in your letter. Then, write a sample paragraph for your letter. The paragraph can be the introductory or concluding one.

Materials:

- computer and word processor of choice
- Analyzing the Body of the Business Letter (handout)

Motivation:

What standards can we use to be sure that our business letters are clear and well-organized?

Development:

1. Distribute the Analyzing the Body of the Business Letter handout to the class. Concentrate in this lesson only on the outline of information on this sheet. Students should be called on to explain placement of every item under each of the three categories.

2. Review the information that should be included in each category/component of the business letter namely:
   (1) Statement of the Problem (2) Important Related Information
   (3) Proposed Solution.

3. Students turn on computer and monitor power; when the menu appears select <Video>. Students then compare and revise the outline developed in the previous lesson so that it is the equivalent of (not necessarily the same as) the Analyzing sheet outline.

4. Have students print files to be taken home for writing of full paragraphs by hand.

NOTE: This handout is just a sample; answers will vary considerably. Check for the inclusion of all important information to be taken home for writing full paragraphs by hand.

Summary:

State and justify the information concerning your Runtopper Walkman that you included in your letter under the, (1) statement of the problem, (2) important related information, and (3) proposed solution, paragraphs.

Application:

Students print their rewritten letters from file <Def.Rad>. Have them express pros and cons of the prewriting-writing-rewriting process with the word processor as compared to handwriting the same material.

Homework:

Using your outline, draft and then edit your letter to Erika Video at home. Come to class with the edited version. (Some teachers may prefer to have this done in class as a supervised writing activity.)

Enrichment:

Write a response letter from the Erika Video Company to your complaint letter.

TOPIC 8: Writing the Rough Draft and Final Copy of a Business Letter

Aim: How shall we develop the final copy of our business letter?

Performance Objectives: Students will be able to:

- use the word processor file for the "final draft" of the Demonstration Task.
- utilize PREWRITING activities to serve as the basis for the WRITING step in the letter.
- edit the rough draft on the word processor and print the final copy of the letter.

Do Now:

Describe, using at least five sentences, what the Runtopper Walkman looks like. Be imaginative in your description.

Materials:

- computer and word processor of choice
- The completed Blank Format of a Business Letter form. (Students will use this as their guide.)
- sample answer to DEMONSTRATION Task.

Motivation:

How can we complete a proper letter that is sure to bring results?

Development:

1. Have students keyboard their handwritten business letters on DEMONSTRATION TASK in word processor under <Video> and then print copy.

2. Have several students read their letters aloud to the class - classmates suggesting revisions.

3. Distribute and discuss Sample Answer. Have students use it as a reference to revise drafts. Explain that it is only a sample, and by no means the only acceptable version.

4. Have students print out final hard copy.

Summary:

1. Explain PREWRITING, WRITING and REWRITING phases in developing a business letter.
2. How is a word processor used to draft and revise such a letter?
3. If you were called upon to lecture to a class in a school of Business Administration, what guidelines would you offer for writing effective business letters?

Homework:

Pretend Erika Video refuses to refund your money. Erika writes to you and says, "SORRY, no refund!" Describe what you would say to Erika Video in your next letter. Remember that effective writing includes good organization. Do some prewriting activities to help you initially organize

your ideas for this assignment. Hand in the PREWRITING activity as well as the letter.

Enrichment:

Write a letter complaining about the air quality in your community to the Governor of your state. Make certain that you do the PREWRITING, WRITING AND REWRITING aspects of the letter.

TOPIC 9: Practice Writing of Business Letters

Aim: How can we apply our knowledge of writing business letters to a variety of practical situations?

Performance Objectives: Students will be able to:

- start a new word processing file for business letter assignments.
- compose business letters that convey accurate information within the context of the correct business letter format.
- edit their rough drafts before printing a final copy of each letter.

Do Now:

For what reason might you invite the mayor of your city to your high school? These reasons will be included in a letter to the mayor inviting him/her to an important school event.

Materials:

- Computer and word processor of choice
- The following practice assignments
  1) Letter Concerning "ABC" Software
  2) Letter to Reliable Software, Inc.
  3) Invitation Letter to Mayor
  4) Letter of Complaint for Concert Tickets
- Answer keys for each of these four lessons.
- Blank Format of Business Letter forms. (optional)

Motivation:

Practice makes perfect! Notice your improvement as you progress.

Development: (Repeat process for each lesson)

1. Hand out the practice assignment. Instruct students to read it carefully.

2. Advise students to use the Blank Format form as a guide if further instruction is needed.

3. Have students create a separate word processor file for each practice assignment.

4. Remind students to outline, then develop a rough draft and edit it before printing the final copy.

Summary: (for each lesson assignment)

1. Present your statement of the problem.
2. State the important related information that is to be included in the letter.
3. State your proposed solution.
4. If you were a busy executive about to send out this letter with your your signature, what would you look for to be sure it meets your standards?

Evaluation:

Develop a chart covering criteria for effectively composed letters (e.g., Is the problem clearly stated? Are there errors in usage?). Have students react to each other's letters, either in pairs or by the entire class.

Homework:

Have students develop their own situations which call for the writing of business letters. Have them write one of these letters.

Enrichment:

Have students write a letter to the editor of the local newspaper expressing their point of view regarding a problem within their community Some suggested problems: (1) Needed money for repair of local fountain, historic landmark (2) Drug abuse and sale of drugs at local High School (3) More organizations that would provide meals for homebound elderly.

RELATED STUDENT MATERIALS

Introduction: Writing a Business Letter

The business letter is a device used to communicate formally with other people about important matters. The business letter usually follows a standardized format by which the sender can relate details and information in a way that the reader can readily follow and understand. This information could be about a complaint regarding certain merchandise purchased, a confirmation of a scheduled appointment or just about any business-related concern.

It is imperative for both the reader and sender that only accurate information be transmitted. To ensure this, the business letter follows a format that requires the sender to include all significant information. This format includes the 7 Parts of a Business Letter and the 3 Components of the Body of the Business Letter.

As in a friendly letter, a business letter contains a return address (heading), greeting, body, closing, date, and signature. The business letter also contains an inside address which appears directly above the greeting. (See sample business letter format.)

While the greeting of a friendly letter is followed by a comma, the greeting of a business letter is usually followed by a colon. If the business letter is typewritten, the sender's name appears twice at the closing: once in type and once as the sender's signature.

On the pages that follow, lessons have been devised to guide you in using the proper business letter format as well as in the actual writing of business letters. The subsequent assignments are provided to reinforce the skills you have just been introduced to. Follow these lessons page by page since they were created on a developmental model and the assignments become increasingly complex.

The Seven Parts of a Business Letter

Explanation:

There is a certain format for business letters to follow that is generally accepted in the business community. People use business letters to respond to customers, order parts, make complaints, and, generally, ask for a specific response to their needs. This format includes the seven (7) major parts of the business letter:

Major Parts of the Business Letter

Part	Sample	Function	Location
1) Return Address	234 Main St. Lima, OH. 29323	Identifies sender's address.	Upper right hand corner
2) Today's Date	July 8, 19__	Lists the date on which letter was written	Below the return address
3) Inside Address	490 Wart Ave. Forg, NY 10311	States the letter's destination	Left column, below date
4) Greeting	Dear Madam: Dear Sir: Dear Ms. Smith Dear Mr. Jones:	Greets the person to whom letter is addressed	Just below inside address
5) Body	(the message)	Contains the contents or message of letter	Under the greeting
6) Closing	Sincerely, Yours Truly,	Statement or words ending your letter	At the end of body of letter
7) Signature and name	Fred Netfly	Identifies and verifies sender	Below closing

Blank Format of a Business Letter

(To be used with DEMONSTRATION Task)

Instructions:

Using the RCT Business Letter DEMONSTRATION Task, place all the information in its proper location on the Blank Business Letter Format found below. In the BODY section, list facts that you will include in the three paragraphs.

Return Address > _____

_____

_____

Date > _____

_____ Inside

_____ < Address

_____

_____ < Greeting

1) Statement of the Problem (list details to include in body)

A) _____

B) _____

C) _____

2) Important Related Information

A) _____

B) _____

C) _____

D) _____

3) Proposed Solution

A) _____

B) _____

C) _____

Closing > _____

Signature > _____

Name > _____

The Three Components of the Body of a Business Letter

1) Statement of the Problem

Clearly explain to the intended reader the nature of the problem. For example, it may concern a defective product, incompatible schedule, rude treatment by an employee, etc. Describe to the reader exactly what is wrong or how you were wronged. Include in this first paragraph the make, model and other identifying characteristics of the product upon which the complaint is based, if that is the case.

2) Important Related Information

Here the sender provides the related information that the reader will need in order to solve the problem. Explain the WHO, WHAT, WHERE, WHEN, WHY and HOW of the situation. If you are dissatisfied with a faulty product, for example, explain where and when you purchased it, what you may have been told or given at the time of the purchase, e.g., warranties, and how it does not suit your needs.

You want the reader to understand in no uncertain terms why you have a complaint.

3) Proposed Solution

After you have supplied the necessary information and stated the problem, the sender proposes a workable solution which would correct the problem and leave him/her satisfied. The sender clearly states the solution in precise terms. For example, the writer might state: (1) "Send me a full refund.", (2) "Repair the broken switch because it is under warranty." (3) "Reschedule my appointment to any Wednesday in March."

The sender should not assume that the reader will know how to solve the problem. The letter must communicate very clearly what action the reader must take to satisfy the sender.

Note: At the end of this paragraph which proposes a solution, close the body of your letter politely by thanking the reader for the anticipated assistance with your problem. Remember, no one likes rudeness. You will increase your chances of getting your problem solved by being polite, firm and to the point.

Business Letter Format

(To Be Used With DEMONSTATION Task)

(The sender's street and #, City, State, ZIP) — (Return Address) / — 18 Freemont Pl .
Brooklyn, N.Y. 12203

(Today's Date) > July 3, 19__

Erika Video, Inc.
1244 Dexter Ave.
Southport, NJ 20442

/ \ (Inside Address) — (letter destination)

Dear Manager: < (Greeting)

(Write the person's name if you know it.)
(Use a colon after name)

```
BBBBB
B    B
BBBBBB
B    B
BBBBB
```

```
 00000
0     0
0     0
0     0
 00000
```

```
DDDDDD
D     D
D     D
D     D
DDDDDD
```

Include in the BODY:

--- State Problem
--- Provide Information
--- Propose Solution

```
Y     Y
 Y   Y
  Y Y
   Y
   Y
```

(Closing) > Sincerely,

(Signature) >

(Name) > Thomas Horta

RCT Business Letter: Demonstration Task

(Letter Concerning the Runtopper Walkman Video)

Directions:

Write a business letter about the situation described below. Read all the information carefully before you start to write.

The Situation:

You bought a Runtopper walkman radio for $68.00 on May 15, 19__ from the Erika Video, Inc. store located at 2344 Dexter Ave., Southport, NJ 20442. The walkman is under a year's warranty. It worked for 6 weeks and then, abruptly, the volume control switch stopped moving. You cannot use the radio. It is now July 3, 19__. You want a refund or a new Runtopper.

Pretend your name is Thomas Horta and you live at 18 Fremont Place, in Brooklyn, NY 12203

IN YOUR LETTER BE SURE TO:

- Explain the situation.
- Explain what you want Erika Video, Inc. to do.
- Give complete and accurate information.
- Use an acceptable business letter form.

Analyzing the Body of the Business Letter

(To be used with DEMONSTRATION Task)

(Letter Concerning Runtopper Walkman Radio)

Note: Before you begin to write your business letter, prepare a brief outline that organizes what you want to say and how you will say it. Your message should appear in the body of the business letter and generally can be stated within three paragraphs if it is a relatively simple problem. The following is a listing of information according to the paragraph in which it should be given as well as a sample of how that paragraph might be written.

1) Statement of the Problem
   - Runtopper walkman radio does not work.
   - Volume control does not move.
   - Sender is returning the Runtopper

SAMPLE First paragraph

I am sending you back the Runtopper walkman radio that I purchased from Erika Video, Inc. since the volume control does not move and the radio cannot be used.

2) Important Related Information
   - Paid $68.00 for Runtopper on May 15, 19__
   - It is now July 3, 19__
   - Runtopper had a one-year warranty
   - Worked for 6 weeks, volume control abruptly stopped working.

SAMPLE Second paragraph

On May 15, 19__ I purchased the Runtopper walkman from your store for $68.00 with the understanding that it would have a one-year warranty. The walkman worked for about 6 weeks and abruptly the volume control stopped moving. It is now July 4, 19__ and the walkman still is under your store's warranty.

3) Proposed Solution
   - Send me my refund (or)
   - Send me another Runtopper

SAMPLE Third paragraph

Kindly send me another Runtopper walkman or refund my $68.00 purchase price. I look forward to your response.

Sample Answer to the Demonstration Task

(The Runtopper Walkman Radio Business Letter)

(RETURN ADDRESS)------- 18 Fremont Pl.
Brooklyn, N.Y. 12203

(DATE) -------- July 3, 19__

Erika Video Inc.
2344 Dexter Ave.
Southport, NJ 08321

----- (INSIDE ADDRESS)

Dear Manager:

----- (GREETING)

I am sending you back the Runtopper walkman radio that I purchased from Erika Video, since the volume control does not move and the radio cannot be used.

---------- State Problem

On May 15, 19__ I purchased the Runtopper walkman from your store for $68.00 with the understanding that it would have a one-year warranty. The walkman worked for about 6 weeks and, abruptly, the volume control stopped moving. It is now July 3, 19__ and the walkman still is under your store's warranty.

---------- Provide Information

Kindly send me another Runtopper Walkman or refund my $68.00 purchase price. I look forward to your response.

---------- Propose Solution

(CLOSING) ----- Sincerely,

(SIGNATURE)-----

(NAME)---------- Thomas Horta

RCT Business Letter — Task #1

(Letter Concerning ABC Software)

Directions:

Write a business letter about the situation described below. Read all the information carefully before you start to write. Complete the Blank Format of Business Letter page as a rough draft before writing your final copy.

The Situation:

You bought a computer software program titled: Write My ABCs from Springville Software. Inc., which has its offices at 807 Bigridge Dr., St. Paul, MN 55435. You wanted the Apple IIe version of this program. You received the IBM version by mistake, apparently because the case the disk came in was marked Apple IIe. You want to exchange the IBM for the Apple IIe version.

Complete this letter by using your own return adress.

IN YOUR LETTER BE SURE TO:

- Explain the situation.
- Explain what you want Springville Software, Inc. to do.
- Give complete and accurate information.
- Use an acceptable business letter format.

RCT Business Letter — Sample Letter #1

(Sample Letter Concerning ABC Software)

83 Secord Ave.
Irongate, VA 40308

July 7, 19__

Springville Software, Inc.
807 Bigridge Dr.
St. Paul, MN 55435

Dear Sirs:

Enclosed you will find the Write My ABCs software program that I recently purchased from your company. I purchased this program thinking it was for the Apple IIe computer but it is actually for an IBM computer.

The disk is made to be used with an IBM computer although the case that the program came in was marked for the Apple IIe computer. I purchased the program in June 19__.

This is a minor problem that can be corrected by sending me the Write My ABCs Apple IIe version of this program. I look forward to receiving the Apple IIe version.

Sincerely,

Betsy South

RCT Business Letter — Task #2

(Requesting a refund of money)

Directions:

Write a business letter about the situation described below. Read all the information carefully before you start to write. Complete the Blank Format of Business Letter page as a rough draft before writing your final copy.

The Situation:

You ordered a set of floppy disks for your Apple IIe personal computer back in October 19__ from Reliable Software Inc. of Riverdale, California. You received your set of 10 disks, type A545 for the Apple IIe, on January 3, 19__ only to find that several of the disks are damaged to the point at which you cannot record programs on them. You have little confidence in this firm's product, so you want a complete refund of the $22.50 you paid for the 10 disks.

Your Task: Write a business letter about this situation to:

Reliable Software, Inc.
145 Paxton Ave.
Riverdale, California 29304

Complete this letter by using your own return address.

IN YOUR LETTER BE SURE TO:

- Explain the situation.
- Explain what you want Reliable Software to do.
- Give complete and accurate information.
- Use an acceptable business letter format.

RCT Business Letter — Sample Letter #2

(Sample Letter Requesting a Refund of Money)

234 Scrupol St.
Bronx, NY 13302

January 3, 19__

Reliable Software, Inc.
145 Paxton Ave.
Riverdale, California 29304

Dear Sirs:

I am writing to you in reference to a box of type A545 disks for the Apple IIe computer that I purchased from your company. I received these disks only to find that they were damaged; therefore I am returning these disks to you.

In October 19__ I purchased this set of 10 disks from Reliable Software, Inc. for $22.50. When I received the package I found that several disks were damaged so severely that I could not save programs on them.

In view of the condition of these products, I am entitled to a full and prompt refund of my $22.50. Thank you for your attention to this matter. I look forward to my refund.

Sincerely,

Evan Roberts

RCT Business Letter — Task #3

(Invitation Letter to the Mayor)

Directions:

Write a business letter about the situation described below. Read all the information carefully before you start to write. Complete the Blank Format of Business Letter page as a rough draft before writing your final copy.

Situation:

You have been assigned by the student council of Westerly High School to invite the mayor to your school to give a speech on March 2, 19__. March 2nd is an important day in your school because the school was founded 50 years before on that day. On January 15, 19__ one of his aides called you to say that the mayor cannot make that speech at your school. He advises you to make alternative plans. The student council wants you to ask the mayor to reconsider his appearance because of the importance of this day to the school or send a replacement speaker.

Your Task:

Write a polite but firm letter to the mayor explaining the situation and what the student council wants. Give accurate information and use the Westerly High School return address:

The mayor's address is:

The Honorable _____, Mayor
City Hall
New York, New York 10005

Be sure to use:

- proper business letter form
- accurate information
- correct grammar
- explain what you want the mayor to do

RCT Business Letter — Sample Letter #3

(Sample Invitation Letter to Mayor)

Westerly High School
434 Raxville Pl.
Brooklyn, NY 56603

January 15, 19__

The Honorable _____, Mayor
New York City
City Hall
New York, New York 12394

Dear Mayor _____:

On behalf of the student council of Westerly High School, I am writing to you again to ask you to reconsider our request to have you speak at our school on March 2, 19__. One of your aides called our school today to say that you would not be able to attend.

The Student Council of Westerly High School would like you to speak at our school on March 2, 19__ because this is the 50th anniversary of the founding of Westerly High. This is an important day to the many people who have attended Westerly, and we want to make it a special occasion in every way.

Please reconsider your decision, Mayor _____, and attend our 50th Anniversary celebration. If you cannot make it, please send a replacement speaker from your office. I look forward to your favorable reply.

Yours Truly,

Henry Goldfinch, Student
Westerly H.S. Student Council

RCT Business Letter — Task #4

(Requesting Tickets to A Concert)

Directions:

Write a business letter about the situation described below. Read all the information carefully before you start to write. Write on a separate sheet of paper.

The Situation:

You ordered and paid for four (4) tickets to the Allen and the Optionals rock and roll concert. The tickets you requested are for the 8:00 P.M. show on August 30, 19__. This is one of your favorite bands and they are performing several concerts at the Madison Square Garden at the end of August, 19__. The TICKETRON office that distributes the tickets sent you four (4) tickets for the 5:30 P.M. show on August 28, 19__. You cannot go that date and want the tickets you ordered. You will need to send back the August 28 tickets.

Today is July 17, 19__ and the TICKETRON office is located at 356 West 68th St., New York, New York 12944.

Complete this address by using your own return address.

IN YOUR LETTER BE SURE TO:

- Explain the situation.
- Explain what you want TICKETRON to do.
- Give complete and accurate information.
- Use an acceptable business letter format.

RCT Business Letter — Sample Letter #4

(Sample Letter Requesting Tickets to a Concert)

180 Ridgeway St.
Staten Island, NY 10302

July 17, 19__.

Ticketron
356 West 68th St.
New York, New York 12944

Dear Sirs:

I am returning to you four (4) tickets to the August 28th Allen and the Optionals concert because they are for the wrong concert date.

I ordered and paid for four (4) tickets to the 8:00 P.M. concert of August 30, 19__ at Madison Square Garden. Instead, your office sent me four (4) concert tickets to the 5:30 P.M. show of August 28, 19__. Allen and the Optionals are my favorite band and I don't want to miss this concert.

Please exchange these tickets for me and send me the four (4) tickets to the 8:00 P.M. concert of August 30, 19__ of Allen and the Optionals. I look forward to receiving my tickets and thank you for your assistance.

Sincerely,

Milt Fredina

RCT Business Letter — Task #5

(Correction of Utilities Bills)

Directions:

Write a business letter about the situation described below. Read all the information carefully before you start to write. Write on a separate sheet of paper.

The Situation:

The utilities bill your family has just received, which covers the payment period March 21 to May 20, 19___, contains charges of $470.50 for the use of gas and electricity, which is about double the amount you had paid in the past. No member of your family can account for this unusual bill, as there has been no use made of the air conditioner, and gas has been used only for ordinary cooking. Your family is concerned that service may be cut off if the proper payment is not made.

Your Tasks:

Write a business letter about this situation to :

Accounting Department
Metropolitan Edison
20 Cadman Street
Brooklyn, NY 11201

Complete this letter by using your own return address and account No 262248.

IN YOUR LETTER BE SURE TO :

- Explain the situation.
- Urge the company not to take any action until the matter is investigated and corrected.
- Provide as much relevant background information as you can, and request a corrected bill.
- Use an acceptable business letter format.

RCT Business Letter — Sample Letter #5

(Sample Letter Requesting Corrected Utilities Bill)

99 Marcy Street
Brooklyn, NY 11203

June 8, 19__

Accounting Department
Metropolitan Edison
20 Cadman Street
Brooklyn, NY 11201

Re: Account No. 262248

Ladies/Gentlemen:

My family has asked that I write to you to call your attention to an obvious error in our March 2_ to May 20, 19__ utilities bill. The amount of this bill, which is $470.50, is at least twice as much as any we had ever paid for the use of gas and electricity in our apartment for this season of the year. We are therefore not paying this bill at this time.

If you will check our records you will note that our utilities bill is rarely more than $250.00 for a two-month payment period, except for the air conditioning season when it might increase by no more than a few dollars. Since we have not used our air conditioner, and gas was used for ordinary cooking, we must conclude that there has been an error in reading our meter.

We therefore request that you investigate this matter and send us a corrected bill, which we will pay promptly. In the meantime we trust that there will be no interruption in our utilities service.

Sincerely yours,
Bernard Pilaski

RCT Business Letter — Task #6

(Fair Prices for G.O. Store)

Directions:

Write a business letter about the situation described below. Read all the information carefully before you start to write. Write on a separate sheet of paper.

The Situation:

You have been assigned by your school's G.O. Committee to boost fund-raising for club activities by obtaining greater profit margins on the items sold in the G.O. store without increasing costs to students. Based upon what committee members have learned from other high schools, they believe that the main supplier, Advance School Products, is not giving your school the most favorable price on items. They determined that such favorites as emblem T-shirts and cardigans are overpriced by $.50 and $1.50 respectively. Furthermore, discounts for payments within 30 days are not given to the school.

Your Task:

Write a business letter to Advance School Products, at 40 Paramus Street Fort Lee, NJ 20101, explaining the committee's concerns and insistence upon fair prices and terms, as well as credits for past overcharges. Complete this letter by using your own high school return address. The date is Dec 12, 19__.

IN YOUR LETTER BE SURE TO:

- Explain the situation.
- Provide relevant background information.
- Indicate how the company can satisfy the G.O. committee's requests.
- Use a proper business letter format.

RCT Business Letter — Sample Letter #6

(Sample Letter: Fair price for G.O. Store)

Atlantic High School
20 Rockaway Avenue
Queens, NY 21113

December 12, 19___

Advance School Product
40 Paramus Street
Fort Lee, NJ 20101

Ladies/Gentlemen:

Under the instructions of our school's G.O. committee, I am writing to you concerning the prices and terms for your items that we sell in our G.O. store. Our committee has reason to believe that they are in excess of what you charge other schools. As a result, our profits are too small and we cannot adequately support our club program.

Members of our committee have visited other high schools in our borough and have found, for example, that we pay an average of $.50 more for emblem T-shirts and $1.50 for cardigans, our two best sellers, than they do. In addition, we do not receive their discount for payment within 30 days. Our records show that we have lost considerable money because of this.

We must therefore insist that you carefully review your billing policies for our school, to be certain that we will be given the best possible prices and terms, and credit our account for any previous excessive payments. We look forward to hearing from you regarding both revised price lists and adjustments for past charges.

Your truly
Weidna Berns

THE REPORT

TOPIC 10: Instructions for Writing a Report

Aim: What are the situations that require effective report writing?
What are some occupations that utilize report writing?
How can one become a competent report writer?

Performance Objectives: Students will be able to:

- cite instances in which reports are written in school situations.
- identify business situations in which written reports would be needed.
- identify from newspaper reports: the main ideas, supporting details, and categories of information given.
- analyze the organization of a well-written article.
- use the word processor to organize and record information.

Do Now:

If you were a reporter covering the President's news conference on aid to education, what questions might you ask that would be helpful for a report that you would write on this interview?

Materials:

- computer and word processor of choice
- copy of a newspaper report appropriate to class interest and reading level (handout)

Motivation:

In addition to writing and reading reports throughout your school experience, by reading newspapers you have had much exposure to report writing. Let us see if you can understand and use some of the methods that real reporters use in their writing. This understanding will be good preparation for the RCT and for writing in other school situations. Learning these techniques is good preparation for the job market as well. What are some other professions and occupations that require competency in writing reports?

Development:

1. Elicit from the students responses to the Motivation question such as, medical and engineering reports of studies and experiments, business reports on new markets and products, teacher's reports on new textbooks and curricula.

2. Duplicate and distribute a newspaper report that is appropriate to the interests and reading level of your students. After they have had time to study it, elicit its main ideas, important persons and events, and supporting details. These should be listed in outline form on the board.

3. Have students evaluate the report and state whether they find it to be well or poorly written, and why. From this discussion elicit criteria for a well-written report such as: one can determine readily WHO the important persons or WHAT the important events or facts are; WHEN, WHERE and in what sequence they occurred; WHY certain actions took place or conclusions were derived; and WHAT the report is generally about. Organization, main ideas of each paragraph and transitional words and phrases should also be carefully noted.

4. Develop a criteria chart, using students' own words to the extent feasible, to guide development and evaluation of reports.

5. Students should keyboard criteria on word processors and save under file name <Crit>.

Summary:

1. When is report writing essential in school and in the world of work?
2. What questions might be asked to help make report writing effective?
3. What is the best way to organize information for effective report writing?
4. How can using a word processor facilitate better organization and revision in report writing?
5. What are some of the characteristics of a well-composed report?

Applications:

1. Record on the word processor under the file name <Outline> the outline of the report given on the board.
2. Draft an original report on the word processor using the information given in the outline.
3. Evaluate your report according to the criteria for a well-written report that were developed in class.

Homework:

Read one short international current events article from a local newspaper. Then critique the reporting style:

1) Does the article answer the questions: What? Where? When? Why? & How?
2) Briefly answer each of those questions.
3) State the main idea of each paragraph in the report.
4) State your opinion of the effectiveness of the report according to the criteria developed in class.
5) Cut out the article and bring it to class with your completed homework assignment.

Enrichment:

Take an article from a newspaper and rewrite it with a reordered sequence of events and a different outcome.

TOPIC 11: Strategies for Writing a Report

Aim: What steps should one follow when writing a report?

Performance Objectives: Students will be able to:

- explain the four major steps one follows when writing a simple report.
- identify the important information that will be included in the introductory paragraph.
- list three topics that could be included in other paragraphs within the report.

Do Now:

List the kinds of information you would expect to find in a newspaper report of an automobile accident.

Materials:

- computer and word processor of choice
- The Instructions for Writing A Report, handout
- copy of newspaper report from previous lesson

Motivation:

If you were a newspaper reporter, what type of stories would you like to write about? What categories of information would you be sure to include in most of your reports?

Development:

1. Distribute the Instructions For Writing A Report handout. Students should have time to read the entire report and ask questions about vocabulary and content.

2. Discuss the Steps To Follow section. List the four major steps in abbreviated form on the board. Focus on each step, its meaning and importance.

3. Apply that procedure to the news story; review the "who," "what," "when," "why," "where" and "how" of the story. Refer to them as you demonstrate that the first paragraph provides a background of information for the reader.

4. List on the board the possible themes or categories other paragraphs in this report might be concerned with. Explain that not all reports will have each of these themes and that specific themes will be determined by the context of the report.

Summary:

1. State the four recommended steps to follow in preparing a report based on a list of unorganized information or notes.

2. If you were coaching new reporters for the sports section of the school newspaper, what general categories of information would you suggest for each of the paragraphs of their reports?

Homework:

Write a sports report based on a sporting competition.

Enrichment:

Pretend you are interviewing an infamous criminal who has just been convicted of a crime. The setting is a maximum security jail. What questions would you want to ask this criminal? What would be the most effective means of organizing this information? Perhaps you may use some semantic mapping or outline form to organize your information.

TOPIC 12: Analyzing the Report Information

(Using the DEMONSTRATION RCT REPORT TASK)

(Interview with Michael Dannon, Dental Student)

Aim: What important information should be included in each report?

Performance Objectives: Students will be able to:

- identify the important elements of information within a set of interview notes.
- list the people involved in the notes and explain their roles.
- summarize verbally what the interview information is about.

Do Now:

Outline a report about a current news story; include information on the "who," "what," "when," "why," "where" and "how" of the story.

Materials:

- computer and word processor of choice
- The RCT Writing Demonstration Report Task (interview with Michael Dannon)
- The Analyzing The Report Information handout. (This is a questionnaire based on the Demonstration Report Task.)

Motivation:

If you were writing a report for the career supplement of your school newspaper, what categories of information would you need to have for your report on preparing to enter the profession or occupation that interests you the most.

Development:

1. Distribute the Demonstration Report Task to the class. Instruct students to refer to this handout over the next few lessons.

2. Explain to the class that this is a sample RCT Writing Report task and that other actual RCT tasks will be similar to this one. Allow students time to read the task.

3. Discuss the instructions and content of the report task. Have students explain in their own words what the report is about and what roles they are expected to assume as the report writer (i.e. student journalist, local newspaper reporter).

4. Distribute the Analyzing The Report Information questionnaire and have students answer the questions which will test their comprehension of the report task.

5. Discuss the answers to the questionnaire in class.

Summary:

1. What is the general format of the report part of the RCT exam?
2. Why is full understanding of the given information essential to writing an accurate and clear report?

Homework:

Write a brief report on one international story that is in the news today.

Enrichment:

Pretend you are writing a report about a new word processing program that helps the user with grammar and punctuation. Describe its features in 150 words.

TOPIC 13: Identifying and Categorizing the Main Ideas or Sub-Topics

Aim: What categories of "main ideas" exist within the DEMONSTRATION report task?

Performance Objectives: Students will be able to:

- identify main idea categories of information within the report task.
- group the fragmented sentences of the report task appropriately under each of the categories.
- create a new word processing file that will contain the main idea categories and their relevant fragmented sentences.

Do Now:

Change the following sentence fragments into complete sentences:

1. prepared for interview, notebook and pencil
2. long wait for Michael
3. requirements high for dental school, worth it
4. science studies essential
5. very informative interview

Materials:

- computer and word processor of choice
- Identifying the Main Ideas, worksheet
- Categorizing the Main Ideas of a Report, handout

Motivation:

How can we start the process of converting a set of unconnected notes into a coherent report?

Development:

1. Review the report task with the class. Ask students to identify the main ideas within the task. List these on the board.

2. Distribute the Identifying the Main Ideas handouts and instruct students to list the main ideas as headings for the four paragraphs.
   Note: The 1st paragraph should be an introductory paragraph that explains the role of the student and provides background information about the person or events in the report.

3. Students will then list the fragmented sentences of the interview notes under the appropriate headings of the various Main Ideas. Stress the relationship between supporting statements and the main idea.

4. Instruct students to keyboard this categorized information and save as <Dannon>.

5. Distribute the Categorizing the Main Ideas of a Report handout and ask students to compare this guide's answers with their own. Call on students to justify the category selected for various elements.

Summary:

1. What would be your first step in organizing a set of notes that you will develop into a report?

2. Which of the criteria that we evolved for evaluating a report apply to this organization step?
3. Distinguish between "main idea" and "supporting details."

Homework:

Take notes as rapidly as you can of a TV news interview with a famous sports or political figure. Organize these notes into a 3-5 category outline of the interview. Be sure that each category is headed by a topic sentence that gives a clear idea of the main idea of that category. Save this assignment. Each category will later be developed into a paragraph of a complete report.

Enrichment:

Describe in a report an interview you had with an alien named "IBIMBO" from the planet "Pruswurd". What questions would you ask him/her/it? Include answers in your own report.

TOPIC 14: Writing the Rough Draft and Final Copy of a Report

Aim: How can we complete our report about Michael Dannon?

Performance Objectives: Students will be able to:

- convert sentence fragments into complete sentences.
- use transitional words and phrases to develop smooth paragraph writing.
- edit the rough draft on the word processor and print the final copy of the report.

Do Now:

Organize and develop the following sentence fragments into a complete paragraph. Be sure to use connecting words or phrases where needed: "some days no time for breakfast" "practice before classes" "job after school means homework late at night" "a good night's rest is essential."

Materials:

- Writing Complete Sentences From Sentence Fragments, handout
- Grouping Sentences into Paragraphs; Sample Final Report, handout
- word processor and computer of choice

Motivation:

How can we use our file <Dannon> to create a coherent report?

Development:

1. Distribute and discuss the Complete Sentences handout, analyzing the opening paragraph and some sample sentences. Have students note particularly the introductory and connecting words and phrases.

2. Review criteria for a complete sentence.

3. Assign students to connect the fragments in their files into complete sentences, and then compare their work with the sentences on the handout.

4. Have students combine the sentences into several paragraphs.

5. Edit where necessary. This copy will be their rough draft which may need further revisions.

6. Instruct students to correct the hard copy of their rough draft, or the actual file seen on the monitor, before printing out a final hard copy.

7. Have students use the Sample Final Report handout to serve as a reference in evaluating their own reports. Explain that there is no single way to write a report. Many variations may be equally acceptable. Review criteria developed in class and apply to one's own reports.

Summary:

1. Distinguish between a sentence fragment and a complete sentence.
2. State as many transitional, or connecting words or phrases, that help you to write paragraphs, as you can.
3. How can the introductory sentence to the paragraph serve to give the reader the main idea of the paragraph?

Homework:

Develop the outline you prepared for the preceding assignment into a coherent report that you may present to the class.

Enrichment:

Explain in an essay created on the word processor what Michael Dannon meant when he said: "Just because you do it once, that doesn't mean you know it."

RELATED STUDENT MATERIALS
Instructions for Writing a Report

(Using the RCT Format)

Introduction:

The RCT Writing Exam has three sections, one of which is the requirement to write a short report based on a series of facts provided to you. Typically, a situation is described that requires you to act as a local newspaper reporter or to complete a report for a class; you have taken down notes from an interview and now you must compile them into a coherent report. The RCT Report exam is generally presented in this format. To help you prepare for this task, a set of suggestions for writing clear and accurate reports follows:

Steps to Follow

A) Read over the situation and facts thoroughly. Do you understand what they are about? List the main ideas or general categories or sub-topics that are being presented.

B) Group the fragmented sentences into 3 or 4 "main idea" categories. The first category (written in paragraph form) will be an introductory paragraph. The introductory paragraph will tell the reader the "who," "what," "where," "when," "how" and "why" of the report. The reader should have a clear understanding of who is being interviewed or what is being reported. After the introduction, all the other information should be included in the other 3 to 4 other paragraphs, each of which is organized around a different category or other main idea. Start each paragraph with a topic sentence that will give the reader an idea of what the paragraph will be about.

C) Once you have listed the main ideas and grouped the sentences under these main ideas, start writing your rough draft.

D) Edit your rough draft and make sure you included all the information that was listed in the report task before writing your final copy.

Other paragraphs might be concerned with sub-topics such as:

- Advantages: of a product, activity or profession
- Advice: the person being interviewed might offer some practical advice to the readers
- Drawbacks: of a product, activity, or profession
- Biography: brief description of the events and accomplishments of the person interviewed
- Events: major happenings described in several sentences in the report task

RCT Demonstration Report Task

(Interview with Michael Dannon, Dental Student)

Your Task:

You are completing a project for Career Development Day to be held at your school next month. Your assignment is to interview Michael Dannon, a dental student at New York University for a report on what it is like to be a dental student.

You interviewed Mr. Dannon and the notes you took from your interview are listed below. Organize these notes to prepare you to write a report for publication. To help you do this, rearrange your notes, before you start to write your first draft, into several main idea categories.

Cafeteria at New York University, interview takes place 3:30, Wednesday afternoon on July 16, 1987

Tired and exhausted, studied all day for final

Assigned to 4 patients each term; do fillings, crowns, bridges, extracts

While at school, attend lectures, study and see patients, practice and more practice

"Just because you do it right once, that doesn't mean you know it,." says Michael Dannon.

Meet with professors often regarding patients

Much advice for the high school students considering dentistry

Study hard, do well in chemistry and biology

Get good grades, apply for top colleges

Attend orthodontal school after graduation

Future looks promising

Work at internship in dental clinic next year at Staten Island Hospital

Analyzing the Report Information

(Based on Demonstration Report Task)

Instructions:

Based on your reading of the Sample RCT Demonstration Report Task, answer the following questions which test your comprehension of the facts in the Report Task.

1) Who is being interviewed? _____

2) What does the interviewee (person being interviewed) do? _____

_____

3) Where did the interview take place? _____

_____

4) Why was the interviewee tired? _____

_____

5) How many patients does this dental student see each term? _____

_____

6) What is Michael Dannon's direct quote? _____

_____

7) What advice does Michael offer to prospective dental students? _____

_____

8) What does Michael plan on doing after graduation? _____

_____

9) Why does Michael meet with his professors? _____

_____

10) Where does Michael Dannon go to school? _____

Identifying the Main Ideas of a Report

(Using Demonstration Report Task - Interview with Michael Dannon)

Instructions:

Group the information from the interview notes into at least 4 main idea categories. Your first paragraph should be an introductory one. It should include information about the purpose of the interview, identification and background of the interviewee (if applicable) and where and when the subject of the report occurred. Other paragraphs might be concerned with such topics as benefits, advice, drawbacks, biographical information or description of a major event.

1st Paragraph

_____

_____

_____

_____

2nd Paragraph

_____

_____

_____

_____

3rd Paragraph

_____

_____

_____

_____

4th Paragraph

_____

_____

_____

_____

Categorizing the Main Ideas of a Report

(Interview with Michael Dannon, Dental Student)

1) Information for the Introductory Paragraph:

You are completing a project for Career Development Day to be held at your school next month. Your assignment is to interview Michael Dannon, a dental student at New York University.

Cafeteria at New York University, interview takes place

3:30, Wednesday afternoon on July 16, 1987

Tired and exhausted, studied all day for final

2) Information on what Michael Dannon does at school:

Assigned to 4 patients each term, do fillings, crowns, bridges, extracts

While at school, attend lectures, study and see patients, practice and more practice

"Just because you do it right once, that doesn't mean you know it." says Michael Dannon.

Meet with professors often regarding patients

3) Information on Advice that Michael has to offer:

Much advice for the high school students considering denistry

Study hard, do well in chemistry and biology

Get good grades, apply for top colleges

4) Information on Michael Dannon's future:

Attend orthodontal school after graduation from NYU

Future looks promising

Work at internship in dental clinic next year at Staten Island Hospital

Writing Complete Sentences from Sentence Fragments

(Interview with Michael Dannon, Dental Student)

NOTE: Your objective in this part of the report task is to convert the fragmented sentences of your notes into complete sentences, which have a subject and predicate. When you do this, make sure you do not change the meaning or facts of the sentence. Add "starter" words and phrases as well as joining words where necessary. Each paragraph should begin with a topic sentence that will give the reader an idea of what that paragraph will deal with. The remaining sentences of the paragraph provide the necessary details about that topic. For the instruction part found on all the RCT Task sheets, change the pronouns from 2nd person to 1st person where appropriate in order to explain to the reader why you are writing this report.

(Text from the instructions part of the RCT Task)

You are completing a project for Career Development Day to be held at your school next month. Your assignment is to interview Michael Dannon, a dental student at New York University. You are to write a report based on your interview about what it is like to be a dental student.

(Revised version with different pronouns) (Changes in boldface)

For my Career Development Day project, to be held at our school next month, I interviewed Michael Dannon, a dental student at New York University.

(Sentence fragments to sentences. Some sentences are combined)

F = Sentence Fragment CS = Completed Sentence

F) Cafeteria at New York University, interview takes place
F) 3:30, Wednesday afternoon on July 16, 1987
CS) Our interview took place in the cafeteria at New York University at 3:30 p.m. on Wednesday July 16, 1987.

F) Tired and exhausted, studied all day for final
CS) Michael Dannon was tired and exhausted from studying all day for a final exam he was going to take.

F) Assigned to 4 patients each term, do fillings, crowns, bridges, extracts
CS) Michael is assigned to 4 patients each term and he is required to do fillings, crowns, bridges and extracts.

Writing Complete Sentences From Fragments

F) While at school, attend lectures, study and see patients, practice and more practice
CS) While at school, Michael attends lectures, studies and sees patients. He always has to practice and practice what he has learned.

F) "Just because you do it right once, that doesn't mean you know it." says Michael Dannon.
CS) Michael Dannon says, "Just because you do it right once, that does not mean you know it."

F) Meet with professors often regarding patients
CS) He also has to meet often with professors about his patients.

F) Much advice for the high school student considering dentistry
F) Study hard, do well in chemistry and biology
CS) Michael Dannon had lots of advice for high school students considering dentistry as a career. Mike suggested studying hard and doing especially well in chemistry and biology.

F) Get good grades, apply for top colleges
CS) Also, students should get good grades and apply for top colleges.

F) Attend orthodontal school after graduation from NYU
F) Future looks promising
CS) The future looks promising for Michael Dannon. He plans to attend orthodontal school after graduation.

F) Work at internship in dental clinic next year at Staten Island Hospital
CS) Mike also will work at an internship in the dental clinic next year at Staten Island Hospital.

Grouping Sentences into Paragraphs: Sample Final Report

Interview With Michael Dannon, Dental Student

By Andrew Sambooka

For my Career Development Day project, to be held at our school next month, I interviewed Michael Dannon, a dental student at New York University. Our interview took place in the cafeteria at New York University at 3:30 p.m. on Wednesday, July 16, 1987. Michael Dannon was tired and exhausted from studying all day for a final exam he was going to take.

While at school, Michael attends lectures, studies and sees patients. He always has to practice and practice what he has learned. Michael is assigned to 4 patients each term and he is required to do fillings, crowns, bridges and extracts. Michael Dannon says, "Just because you do it right once, that does not mean you know it." He also has to meet often with professors about his patients.

Michael Dannon had lots of advice for high school students considering dentistry as a career. Mike suggested studying hard and doing especially well in chemistry and biology. He also stated that students should get good grades and apply for top colleges.

The future looks promising for Michael Dannon. He plans to attend orthodontal school after graduation. Mike also will work at an internship in the dental clinic next year at Staten Island Hospital.

Practice Assignment #1 - Task

Practice Assignment 1

Your Task:

You are the fashion reporter for your high school newspaper and have just been granted an interview with Sara Vogel, Director of Fashion Design, at Western Wear, Inc., a leading fashion company.

You interviewed Ms. Vogel and the notes you took from your interview are listed below. Organize and develop these notes to create a report suitable for publication. To help you to organize and write your report, rearrange the notes before writing your first draft. Do not omit any information in the notes.

Was held July 18, 8:30 p.m. over pizza

Interview at Western Wear sales office on Wyoming St.
in New York City

Fashions in today's world

Cordial and friendly, down to earth

Clothes change constantly from year to year

Fashion designs repeat themselves every 30 years-Women generally more interested in fashion

Future fashions are planned a year in advance

Hands-on experience, the best teacher

Advice for interested young people

"Don't limit yourself to one area of fashion."

Very competitive industry, go to a good school

Western Wear, mostly for the sports minded

Design, manufacture, distribute and sell

Made In The USA label on all our clothes

Practice Assignment #1 - Sample Report

Interview With Sara Vogel

By Linda Donaldsby, Fashion Reporter

I was recently granted an interview for our school newspaper with Ms. Sara Vogel, Director of Fashion Design at Western Wear, Inc. Western Wear is a leading design company in America. Our interview took place on June 18, 19__ at 8:30 p.m., at Ms. Vogel's office on Wyoming St. in New York City. We talked over pizza and our discussion was about fashions in today's world. I found Ms. Vogel to be very friendly and down-to-earth.

Ms. Vogel provided me with quite a bit of background information about the fashion world. She explained that clothes are changing constantly from year to year. She pointed out also that fashion designs repeat themselves every 30 years or so, and that women are generally more interested in fashion then men. To keep up with the trends, companies plan fashions a year in advance.

While we talked, Ms. Vogel offered some advice for interested young people. She said, "Do not limit yourself to one area of fashion." She explained that the industry was very competitive and that a good school would be of help. Also, she advised, young people should look for hands-on experience, since that is the best teacher.

At the end of our interview, Ms. Vogel talked a little about Western Wear, a company mostly for the sports minded. Western Wear designs, manufactures, distributes and sells sporting clothes, all of which carry the Made In The USA label.

Practice Assignment #2 - Task

Practice Assignment 2

Your Task:

You are the sports reporter for your high school newspaper. It is two weeks after the New Jersey Gargantuas have won their first Superbowl, and you have been granted a personal interview with Tom Finns, quarterback for the Gargantuas.

You interviewed him and the notes you took from your interview are listed below. Organize and develop these notes to create a report suitable for publication. To help you organize and write your report, rearrange your notes before you start to write your first draft. Do not omit any information in these notes.

February 16th, Monday 9:30 A.M.

Pressroom, Gargantua Stadium - Catchall Complex

Tom was relaxed and casually dressed

Lasted 35 minutes

Won the Superbowl MVP award

Most successful season Gargantuas ever had

Confidence of players, crucial to team's success

Never quit spirit, 100% effort from everyone

Many reasons for great year

Academic State Coll., N.Y.

1979 arrived at Gargantuas, watched mostly first year

Many injuries, thought I was jinxed

"I never got any respect. Now no one should doubt my ability."

Contract offers, too many, razor blade commercials

Future plans, relax and win it next year

Best game ever played

Play golf, tennis, and raquetball in off-season

Practice Assignment #2 - Sample Report

Interview With Tom Finns

As the sports reporter of my high school newspaper, I had the opportunity to interview Tom Finns, quarterback for the New Jersey Gargantuas. Our interview occurred on February 16, 19__, two weeks after the Gargantuas won their first Superbowl. The interview took place in the pressroom of Gargantua Stadium of the Catchall Complex. Tom was relaxed and casually dressed for our 35-minute interview.

Tom explained why he thought the Gargantuas had their most successful year ever. There were many reasons for this great year, such as the "never quit" spirit and the 100% effort from all the players. According to Tom, the confidence of players was also crucial to the team's success. One of the results of this great year was that Tom won the Superbowl MVP (Most Valuable Player) award for having played an outstanding game. For Tom, this was the best game he had ever played.

During our talk, I found out a lot about Tom Finns and how he became what he is today. Tom is a graduate of Academic State College, which is in New York. In 19__ he arrived at the Gargantuas and spent most of his time watching others play. He had so many injuries over the years that he thought he was jinxed. "I never got any respect. Now no one should doubt my ability," Tom said as he referred to the Superbowl victory of the Gargantuas.

Tom has quite a few plans for the future. To start with, he wants to relax and then win the Superbowl next year. Tom has received quite a few contract offers, too many, in fact. One of these offers is to sell razor blades! Tom also intends to play golf, tennis and racquetball in the off-season.

Practice Assignment #3 - Task

Your Task:

For your high school computer literacy class, you are assigned write a report on your visit to the annual New York City Computer Conference that was held at the Jacob Javits Convention Center. This all-day affair took place on Saturday, May 18, 19__.

You toured the different displays, saw demonstrations and heard various guest speakers. Below are the notes you took from your visit. From these notes write a report based on your experience at the conference.

Main convention hall, lasted from 9 a.m. to 5 p.m.

Many booths and displays set up

All different computer manufacturers represented

Guest speaker, Ms. Marlene Johnson of Apple Computer Clubs

Explained membership, purpose, function of clubs

"With Apple computers, students will invent the future."

All types of displays

Many booths, each demonstrating something different from the next

Over 10,000 clubs internationally

New Model 30 from IBM there, tried it out

Word processing programs, accounting software, cartoon maker programs were explained, demonstrated

Called Video Imaging

Near end of conference, special feature using video camera

Video and computer combined to digitize your picture

Took only 38 seconds, fantastic

Practice Assignment #3 - Sample Report

My Visit To The Computer Fair

By Bernice Raxton

For my computer literacy class, I was assigned to write a report on my visit to the annual New York City Computer Conference. This event was held at the Jacob Javits Convention Center on Saturday, May 18, 19__. I toured the different displays, saw demonstrations and heard various guest speakers. The convention was in the main hall and lasted from 9:00 a.m. to 5:00 p.m. There were many booths and displays set up. Many different computer manufacturers were represented at the convention.

At the convention, Ms. Marlene Johnson of Apple Computer Clubs was guest speaker. She explained the membership duties, purpose and functions of Apple Computer Clubs. According to Ms. Johnson, "With Apple computers, students will invent the future." There are currently over 10,000 Apple Computer Clubs internationally.

There were all types of displays and booths, each demonstrating something different from the others. The new IBM Model 30 was there, and I had the opportunity to use it. Visitors were also able to see demonstrations of word processing programs, accounting software and cartoon maker programs.

Near the end of the conference there was a special feature demonstration using a video camera called Video Imaging. This technique combined the use of the video and computer to digitize a picture of oneself. The entire process took only 38 seconds to complete and was really fantastic.

Practice Assignment #4 - Task

Practice Assignment # 4

The Situation:

As an officer of your school's Community Service Club, you have been asked to begin arrangements for next year's after-school volunteers at the Bricon Senior Residence. You have a meeting with Claire Nobar, Assistant Director, who supervises school volunteers. You are to submit a report on this meeting for next month's issue of the Club's newsletter.

The notes you took of the meeting are listed below. Organize and develop them into a report suitable for publication. Do not omit any information in the notes.

- Arrived 4:00 p.m. for appointment
- Waiting in lobby some residents wandering aimlessly
- Staff friendly seemed rushed
- Ms. Nobar delayed by filling in for absent attendant
- Discussion in business office, 4:15
- Need for volunteers for companionship, stimulation of elderly
- Count on to attend regularly, be friendly,
- Not nurses or attendants, board games, conversation, wheelchair
- Cheerful, patient with slower speech, motions, some depression, only contact with outside
- Tour included recreation, dining, unoccupied residents' rooms, veranda; all clean and show effort
- Several residents just stare into space
- Farewell appreciation party picture of previous club group

Practice Assignment #4 - Sample Report

Meeting With Clara Nobar

By Eli Mosin

To begin arrangements for our community service club's continued volunteer service next year at the Bricon Senior Residence, I met with Ms. Clara Nobar in the business office of the Residence on the afternoon of May 21, 19__.

Ms. Nobar had been delayed for a few minutes because an attendant was absent and she had to take over some of his chores. I had noted, while waiting in the lobby, how rushed some of the friendly staff seemed to be.

She started our discussion about the volunteers by pointing out the importance in providing companionship and stimulation for the elderly residents. The need for this became clear to me while I waited in the lobby and during the tour I later took. I saw several of them walking about aimlessly or just staring into space. Ms. Nobar stated that for some of the residents, the young volunteers are their only contact with the outside world.

What was expected of the volunteers was also made clear by her. They are counted on to attend regularly and to be friendly with all of the residents. They are not expected to act as nurses or attendants, they help mainly by conversing with the residents, playing board games and walking with some residents or pushing others in their wheelchairs. Volunteers are expected to show cheerfulness and patience with the elderly, who often have slower speech and other motions and sometimes suffer depression.

Ms. Nobar then took me on a tour of the Residence. She showed me the recreation room, veranda, dining room. All of the facilities were clean. It was obvious that the staff tried hard.

At the end of the tour Ms. Nobar showed me a group picture of last year's volunteers at their farewell party. It was evident that our club volunteers are appreciated.

Practice Assignment #5 - Task

The Situation

Your Italian pen pal since middle school years has written to you that she and some classmates will be coming to New York next year as high school exchange students. She asks you to find out from other exchange students here how they might begin now to prepare.

The notes you took of your conversation with several students are listed below. Organize them into a clear and informative letter. Include all notes in your letter.

- Practical English - friends, TV, American newspapers, culture
- Many students and faculty eager to help, tutoring, social services
- Informal dress styles
- Family life, rules, sharing
- Beginning homesickness, problems with studies, prejudice, drugs
- Clothing for all seasons
- It's not like in the movies
- American textbooks
- Most fears are baseless
- Your upbringing and own family traditions
- Travel guide books on local laws, driving, drinking, recreation

Practice Assignment #5 - Sample Report

Letter to Future Exchange Student

Dear Marie,

The exchange students I talked with provided much information that will be useful to you and your friends to prepare now for your year's study in New York. They understand that you have fears but assure you that most fears are baseless. Life in America is not the way you see it in the movies. Once you arrive, they said, you will find many students and members of the faculty eager to help you. They will also lead you to the tutoring and social services available in the school and community.

One of the first things you must think about is life with the family that has invited you to their home. They will want you to be part of it, and so you must live by their rules and share in housekeeping responsibilities. You must also live by the standard of your own upbringing and maintain respect for your own family's traditions.

They advise you to prepare for your schooling as well as your social life by practicing your English. Speaking English with your friends and listening to English television broadcasts will improve your speech. Reading American newspapers will not only be good practice for using textbooks but will also give you good background for understanding American cultural life. For the same reasons, it would be a good idea to do some advance studying in American textbooks.

It was also suggested that you read some travel guidebooks. They can provide helpful information about local customs and laws, especially regarding requirements for driving and drinking alcoholic beverages before age 21, which may be different from the laws in your country. They will also acquaint you with the vast cultural and recreational resources of the New York area.

It is a good idea to plan now for the clothing you will need. American students dress less formally for school than many foreign students are accustomed to. Keep in mind also that you will need clothing that is suitable for all kinds of weather that you will find in New York's four seasons.

Naturally, they said, there are problems that you may have to face. Aside from homesickness at the beginning, there could be difficulties witn studies, people who may show prejudice or those who try to tempt you with drugs. It would be a good idea for you and your friends to share your ideas now on how you might deal with such problems.

All of the exchange students I talked with are certain that you will have a wonderful experience here.

Sincerely,

THE COMPOSITION

TOPIC 15: The Need for Persuasive Writing

Aim: When is it necessary to write a persuasive essay, a composition?

Performance Objectives: Students will be able to:

- explain why it may be necessary to write persuasive essays and letters
- describe two situations in which a persuasive essay would be written
- list the factors the writer must be sure of before writing and explain why these factors are so important.

Do Now:

List three issues or concerns of yours that you would like to write an essay about. These could be social problems or matters related to your community. Organize some ideas about one of these issues in outline form.

Materials:

- computer and word processor of choice
- copies of "Letters to the Editor" taken from newspapers that are appropriate to the students' interests and reading level and follow the general format of the RCT composition task

Motivation:

"Those that can read, can be influenced. Those that can write, can influence."

Have students discuss the significance of this quote. Have students give some reasons that they would like to become better writers. Have students give some reasons why being able to write persuasively is important for citizenship, social and career development.

Development:

1. Elicit the reasons why people write compositions and persuasive essays, e.g., to benefit the community; influence business decisions.

2. Discuss some of the issues listed by students in their "do now." Have students state the stand they take on each issue and, concisely, their reasons for it.

3. Analyze the "Letters to the Editor" handout(s). Have students note particularly introductory remarks, statements of issue(s), position taken by the writer, reasons and supporting evidence given for position and concluding statements.

Application:

Enter the outline of your ideas for one of the issues into the word processor under the file <issue> and save. Develop your outline into a draft of one or two paragraphs that explain the reasons for your position on the issue.

Summary:

1. What are some reasons for persuasive writing?
2. When is persuasive writing necessary?
3. What are some of the elements of a letter or composition attempting to persuade readers about an issue or problem?

Applications:

Enter the outline of your ideas for one of the issues into your word processor under the file <issue> and save. Develop the outline into a draft of one or two paragraphs that explain the reasons for your position on the issue.

Homework:

Read and cut out two "Letters to the Editor" from your local newspaper. Identify the persuasive elements of each of these letters. Bring to class some ideas that could be used in your own letters to the editor on the issues or problems dealt with.

Enrichment:

Write a rebuttal (response) to one of the "Letters to the Editor" that you read for homework.

TOPIC 16: Outline for the RCT Persuasive Essay

(Instructions for writing a composition using the RCT format)

Aim: What information should be included in a composition or persuasive essay that follows the RCT format?

Performance Objectives: Students will be able to:

- explain the specific purpose of each of the segments of the composition outline.
- describe how stated opinions are supported with real-life examples, supportive reasons and/or statistics.
- describe the sequence of steps within the composition outline (an introduction, opinion stated, supporting reasons, conclusion).

Do Now:

List two good reasons why a teenager should not quit high school before graduation. Explain each reason.

Materials:

- Composition Format for the RCT handout.

Motivation:

How can we organize our ideas to persuade others, in writing, to accept our opinion about an important matter?

Development:

1. Distribute the Composition Format handout to the class. Allow class time to study it and to discuss each point made. Explain that this is a convenient guide to follow, but by no means the only format for composition writing.

2. (Use the example from the Do Now exercise concerning teenagers staying in high school.) Have students list their opinion on the board and underneath it provide reasons supporting their opinion about remaining in school until graduation.

3. Draw a parallel between the board example and the outline for the RCT Composition. For example: in paragraph 1, students state their opinions; in paragraphs 2 and 3, students back up their opinions with reasons.

4. Allow students ten minutes to draft the first two paragraphs on this issue, using the word processor.

5. Have samples read aloud and evaluated by classmates, using standards of instructional handout.

Applications:

Call up the file <issue> and develop it into a full draft of a persuasive essay using the format developed in class.

Summary:

Explain the suggestions that have been given regarding:
- the general format of a persuasive essay or composition
- the introductory paragraph
- the body of the composition
- the concluding paragraph

Homework:

List 3 reasons why a person should exercise daily. Write a paragraph fully explaining each of those reasons.

Enrichment:

Write a letter to a fictional person who is overweight advising him or her to start an exercise program.

TOPIC 17: Writing the Rough Draft and Final Copy

(of a Composition - Using the DEMONSTRATION Task)

Aim: What is the most effective way to write a composition that would persuade the principal to agree with your point of view?

Performance Objectives: Students will be able to:

- apply the sequence of steps with the composition format to an issue of concern to students (Demonstration Task).
- write a rough draft of a composition concerning the school (school activity plan).
- edit the rough draft on the word processor and print the final copy of the composition.

Do Now:
Write the introductory paragraph to a letter to the principal concerning your support of or opposition to an item in the school's discipline policy.

Materials:

- Demonstration RCT Composition Task (pages 1-4)
- RCT Composition Task Practic Assignments 1, 2, 3, and sample answers

Motivation:

How would you plan to outline a letter to the principal on a matter of deep concern to you? (It is expected that this lesson will cover several class periods.)

Development:

1. Distribute the Demonstration RCT Composition Task. Allow students time to read page 1 and to use a word processor to outline a letter in keeping with the four reminders on this page.

2. Review with the class step-by-step, the development of the student's response on pages 1-3.

3. Students are assigned to prepare drafts of their letters and to correct the hard copy of their rough draft, or the actual file seen on the monitor before printing out a final hard copy.

4. Refer students to the Sample Answer of the composition DEMONSTRATION Task to serve as a reference. Remind them that this sample is just one student's response, following the recommended format, and that other responses may be fully acceptable,

5. In follow-up lessons complete Practice Assignments 1-3 following a similar procedure.

Application:

Revise the rough draft of your composition in the file <issue> and print a final hard copy. Share it with your classmates and solicit their comments and suggestions.

Summary:

If you were training editorial writers in the school newspaper, what advice would you guive them on writing persuasive editorials on school problems and other issues of concern to students?

Homework:

Write an essay (if possible, on the word processor) explaining why you would or would not like to be principal of a high school.

Enrichment:

Assuming the role of the principal who suggested this plan, write a thank you note (on the word processor) to the student body expressing your appreciation for the feedback. Also, state in the letter what your decision is concerning the proposed activity plan.

RELATED STUDENT MATERIALS
Composition Format for the RCT

Introduction:

For writing a composition there are several formats one could use. The format described below is useful for writing short persuasive essays of about 200 words. It can easily be adapted to any topic.

Composition Format (an outline)

In your RCT Composition there will be about 4 major paragraphs, each with a specific purpose within the composition. They are as follows:

Paragraph One (an introduction)

In this first paragraph you want to accomplish the following:
a) Start your composition
b) Introduce yourself (as a student, subscriber, friend etc.)
c) Identify what topic, issue or problem you are writing about
d) Clearly state your opinion concerning the topic or issue.

Paragraph Two

In Paragraph Two you want to state clearly and explain your FIRST major reason in support of your opinion. After that you provide additional evidence and examples which serve to strengthen this important reason. All of the points made in Paragraph Two should be related. If they are not, start another paragraph. Providing real life or fictional examples may also help you make your point. Citing statistics to support your reasons will also lend credibility to your opinion.

Paragraph Three

In Paragraph Three, you explain your SECOND major reason in support of the opinion expressed in the introductory paragraph. The format for this paragraph will be the same as that of the second one.

Paragraph Four

In the last paragraph you conclude your composition. The following might be included in this final paragraph:

a) a phrase or sentence that refers to this paragraph as the conclusion
b) brief summary of the major points made in the composition
c) an expression of thanks for attention to your opinion
d) an offer to provide additional information or an invitation for the reader to respond on this subject.
e) an expression of good wishes for carrying out the matter under discussion

RCT Demonstration Composition Task — Theme

Situation:

The principal of your school is concerned about the lack of school spirit at the high school you attend. The principal feels strongly that if more students were involved in school-related projects teams and clubs, they would feel more a part of the school. His idea would make it mandatory that every student participate in at least one team, club or school project during the school year.

Students could join a sports team, club, or work on a project, such as the Homecoming Committee. The choice of activity would be the student's, but this new requirement would have to be met in order to graduate.

Your Task:

Decide on whether you agree or disagree with your principal's proposal. Write a composition of about 200 words persuading your principal to agree with your opinion. Give two reasons that support your opinion, and fully explain each reason.

In your composition make sure you:

1) clearly state your opinion of the principal's plan
2) provide two reasons supporting your opinion
3) fully explain each of your two reasons
4) organize what you write

RCT Demonstration Composition Task — Creating Paragraphs

Introduction

In this lesson the objective is to create approximately four paragraphs which will comprise your persuasive essay. You may end up writing more than four paragraphs, which is perfectly acceptable. Your primary concern is to include convincing reasons in the body of your persuasive essay.

Getting Started

Jot down a list of reasons in support of the opinion you have decided to defend. From this list, select two (2) main reasons that you will emphasize. These reasons are the most important ones you can think of. Other, less important reasons, along with examples and other evidence, may be used within the paragraphs to support these major points.

Follow the SAMPLE RCT Demonstration Composition Task.

Your Opinion: The principal's plan to require everyone to join a club will not work.

Reasons:
1) students see it as forced upon them
2) people resent new rules, in general, especially if rules are questionable in some manner
3) new members would have to join under pressure, which would result in teams and clubs performing poorly
4) teams and clubs function best when they are made up of volunteers
5) it is better not to change a system that is already working properly
6) many students have conflicting after-school obligations

Note: Before you write your paragraph, determine which reasons apply to each "main" reason. Put these fragmented sentences in sequence and add words that will create complete sentences and join them.

Sample of Completed Paragraph (based on the reasons above)

First of all, I feel strongly that the plan will fail because students will view this as something that is "forced" on them by the school. Students, like other people, object to having new demands placed on them for reasons that are questionable. Requiring everyone to be on a club or team would mean that these new members would be joining under pressure. This would result in poor performance by the clubs and teams or school projects because some of their members are only half-interested in the activity to begin with. Clubs and teams function best when members volunteer their times freely. That is how it should remain.

RCT Demonstration Composition Task — Introductory and Closing Paragraphs

Paragraph One (an introduction)

In Paragraph One your objective is to start your composition, introduce yourself, identify the topic, issue or problem you are writing about and state your opinion.

(Sample of Paragraph One)

Dear Principal,

In my opinion, your proposal to require each student, such as myself, to participate in a school club, team or project is not workable. The intentions behind the idea are commendable, but the plan as it stands now just will not help raise school spirit. Allow me to explain why:

Paragraph Four (the conclusion)

In Paragraph Four your objective is to conclude your composition by summarizing your main reasons and providing a closing statement. For example:

(Sample Closing Paragraph)

In conclusion, I support your effort to raise the level of our school spirit. However, it is unlikely that your plan will work for the reasons that it is forced on students and many of them have after-school obligations. Thank you for listening to my opinion.

Sincerely,

Joe Studier, Student

(Close out your letter with a closing and a signature)

Every persuasive essay or composition must have an introductory and a closing paragraph.

RCT Demonstration Composition Task — Sample Composition

Dear Principal,

In my opinion, vour proposal to require each student to participate in a school club, team or project is not workable. The intentions behind the idea are commendable, but the plan as it stands now just will not help raise the school spirit. Allow me to explain why.

First of all, I feel strongly that the plan will fail because students will view this as something that is "forced" on them by the school. Students, like other people, object to having new demands placed on them for reasons that are questionable. Requiring everyone to be on a club or team would mean that these new members would be joining under pressure. This would result in poor performance by the clubs and teams or school projects involved because some of their members were only half-interested in the activity to begin with. Clubs and teams function best when members volunteer their times freely. That is how it should remain.

My second reason for opposing your plan is that it would require a considerable amount of after-school time on the part of students. This in effect would interfere with after-school obligations that many students have. Many of my fellow classmates have to work, babysit for younger brothers and sisters, and complete considerable amounts of homework. For example, my friend Stephen has to babysit for his two little sisters while his Mom and Dad work. His sisters would be coming home to an empty house if Stephen had to stay after school because he was forced to join some school club.

In conclusion, I support your effort to raise the level of our school spirit. However, it is not likely that your plan will work for the reason that it is forced on students and many of them have after-school obligations. Thank you for listening to my opinion.

Sincerely,

Joe Studier, Student

Practice Assignment #1 - Task

(Commentary on the Newly Proposed Anti-Drunk Driving Law)

Situation:

The State Legislature of New York has just passed a "get tough" law against teenage drunk driving as an attempt to reduce the number of teenage deaths caused by mixing driving and drinking. The new law carries a sentence of 6 months in jail for the first offense of driving while intoxicated (DWI). This law will be enforced regardless of whether or not there is an accident, and without regard to the age of the offender or that person's driving record.

Your Task:

Write a composition of about 200 words either supporting or opposing the new law. Either position is acceptable, but you must clearly state your opinion and back it up with reasons and with examples, where appropriate.

Include in your composition:

- a clearly stated opinion
- two reasons supporting your opinion
- two examples or explanations for each reason

Practice Assignment #1 - Sample Composition

(Commentary On The Proposed New Drunk Driving Law)

By Henry Munshaw

In my opinion, the new law passed by New York State dealing with drunk drivers is a good one. This law, which requires a six-month jail sentence for violators will be of great benefit to our state for several reasons. Among them are the following:

My first reason supporting this new law is that many lives will be saved in New York because it will deter people from driving while intoxicated. When a drunk driver gets behind a wheel, everyone is at risk. It does not matter if the driver is 16 or 86; a drunk driver has less control of the car and is a clear and present danger to other drivers and pedestrians. Besides saving lives, this law will prevent needless injuries and accidents. There are many victims of drunk driving living today who are maimed and permanently crippled due to the thoughtless behavior of a person who drank too much and then felt free to drive.

Another important reason for enactment of this law is that it sets standards throughout the state. The mandatory features of this law will protect residents regardless of the community they live in because the jail sentence is mandatory. No longer will it be left to the discretion of individual jurists as to whether or not, or how long an offender must serve, in jail. This feature brings fairness and equal protection to all under the law.

In conclusion, I fully agree with this new law by the New York State Legislature. Citizens of our state will be safer; many people will think twice before driving and drinking; and justice will be assured for all. I commend our lawmakers for wisely passing this law.

Practice Assignment #2 - Task

(Writing a Persuasive Letter Regarding School Smoking Policy)

Directions:

Using a standard business letter format, respond with a letter to the request for opinions made by the Principal of Westmont High School.

The Situation:

At Westmont High School, in Freebake, New Jersey, there is a persistent problem in that many of the students come late for class because they smoke cigarettes between classes. Teachers are very upset because so many of the students are late to class for this reason. The Principal, Mr. Hearally, has responded openly by requesting the opinions of all students regarding a plan put forth by the writing teacher, Mr. Bernard Raxton.

Mr. Raxton's Plan

To help eliminate the problem of lateness due to smoking between classes, Mr. Raxton is suggesting that 3 minutes be added between class periods, except for lunch, so students could smoke. This would mean an additional 15 minutes of in-school time, and school would officially end at 2:45 instead of 2:30. Bernard Raxton argues that this would eliminate lateness and avoid students' receiving lower marks for that reasons.

YOUR TASK: Respond to Mr. Raxton's plan by writing a letter of about 200 words to the Principal, Mr. Hearally, expressing your opinion on this important subject. In your letter include 2 reasons why you support or oppose the plan. Fully explain each of your reasons with two examples or supporting statements.

Address the letter to: Mr. Joe Hearally, Principal
Westmont High School
735 West Oakley Ave.
Freebake, New Jersey 39540

In Your Letter be Sure to:

-fully explain your opinion (for or against Mr. Raxton's plan)
-include at least two major reasons, with supporting explanations and information for each
-use a standard business letter format and your home address as the return address.

Practice Assignment #2 - Sample Composition

(Student Commentary Regarding Raxton Smoking Plan)

44 Treadmill St.
Iconia, NJ 34994

July 14, 19__

Mr. Joe Hearally, Principal
Westmont High School
735 West Oakley Ave.
Freebake, New Jersey 39540

Dear Mr. Hearally,

Allow me to introduce myself. My name is Andrew Sambooka and I am responding to your request for ideas about Mr. Raxton's smoking plan for Westmont High School. This is the plan to add 15 minutes to the school day to allow for smoke breaks. I oppose this for the reasons given in this letter.

First, the plan to add a smoke break for students between periods and then have everyone make up the time at the end of the day is unfair to the people who do not smoke. I don't smoke but will be forced to attend school for 15 additional minutes each day because other people need their cigarettes and so come late to class. No one forced cigarettes on these student smokers, so if coming to class on time is hard for them, it is their problem. Why should many non-smoking students be penalized for the bad habits of a few?

Please consider also that school will officially end at 2:45 instead of 2:30. This will cause problems for students who work after school or belong to school teams or clubs. For example, my friend Juan, who works at Burger Delight, has to be at work at 2:45 every day after school because that is the busy time. If Juan has to stay in school until 2:45 each day, he may lose his job or have to take a cut in pay. For people on teams, the plan means 15 minutes less time to practice. Therefore other schools will have an advantage over us in competitions.

In summary, Mr. Raxton's plan is unfair to non-smoking students and, if enacted, will cause hardship for people with after-school obligations. Thank you for for receiving my opinion. I hope you can come up with a better solution to this serious problem at Westmont.

Sincerely,

Andrew Sambooka, Student
Westmont H.S.

Practice Assignment #3 - Task

Writing A Persuasive Letter to a Beginning Smoker

Situation:

You have noticed that your twelve-year-old neighbor, Joey C_____ has just started smoking cigarettes. Joey's mother approaches you and asks you if you would please write a letter to Joey persuading him not to smoke. This youngster looks up to you, which his mother realizes. The purpose of this letter is try to convince young Joe NOT to smoke, before he really gets hooked.

Your task:

Write a persuasive letter of about 200 words to Joey, giving him convincing reasons why he should not smoke. Provide two major reasons, and back them up with examples and other supporting statements.

Include In Your Composition:

- a clearly stated opinion
- two reasons supporting your opinion
- at least two examples or explanations for each reason

Practice Assignment #3 - Sample Composition

Letter to a Young Smoker Offering Advice

July 23, 1987

Dear Joey,

I am writing to you about the dangerous smoking habit you just started. As your friend and neighbor, I write you this letter with the hope that I can help. Please listen to my advice, Joe, before you really get hooked. I must convince you that smoking is entirely wrong for you and offer my reasons.

Above all, everyone knows that smoking is harmful to your health and can cause lung cancer. Thousands of people die each year from this disease because they ruined their lungs by smoking. Smoking will also damage your heart and other vital organs, which may lead to a heart attack or other serious illnesses. It will surely bring about shortness of breath which will not only handicap you in the sports you enjoy, but also leave you feeling "run-down."

Secondly, smoking cigarettes will hurt your social life because more and more people are turned off to cigarettes. Smoking makes your breath smell bad; your clothes will also have a bad odor from the stale smoke. With bad breath, girls might tend to avoid you, and that is something I know you do not want to happen. Furthermore, many people resent having to be in a room with a smoker because they have to breathe your second-hand smoke. This is certain to make you unpopular with the people you enjoy being with - all because you smoke.

Therefore, I hope you will take my advice and quit smoking at once. Avoid getting hooked. I know it is hard, but your health and social life will suffer if you continue to smoke.

Sincerely,

Daniel Karey, your concerned friend

Practice Assignment #4 - Task

(Commentary to Community Planning Regarding Vacant Land)

The Situation:

Your Community Planning Board is preparing to vote on a recommendation regarding a proposal to sell city-owned vacant land on Sitwell Avenue, in your neighborhood, for development as a shopping center. Residents who favor the plan say a new supermarket is needed and the taxes that will then be paid will help pay for schools and other services such as police.

This land has been used unofficially as a ball field by neighborhood youngsters for as long as anyone can remember. Except for some small playgrounds and paved school yards, no other similar recreational space is available anywhere nearby.

Your Task:

Decide on whether you agree or disagree with this proposal. Write a composition of about 200 words expressing your opinion that might be submitted to the Board. Explain four reasons why you support or oppose the proposal.

Practice Assignment #4 - Sample Composition

(Commentary to Community Planning Board Regarding Vacant Land)

By Rad Stevens

To Members of The Community Planning Board:

Before voting on the plan to allow vacant land on Sitwell Avenue to be developed as a shopping center, please consider my reasons for opposing it. Although it would be more convenient to have a new supermarket in our neighborhood and the additional taxes would help pay for our schools and other municipal services, I believe that the disadvantages outweigh such benefits.

In the first place, depriving our youth of this space leaves them without the only grassy playing field for ball games in the entire neighborhood. This can cause resentment and boredom which may lead to more delinquency than we already have to put up with. Better schools and more police will not help with that problem. Adults can ride to other shopping centers; our youngsters cannot.

Furthermore, keeping this open space helps to maintain a more natural and attractive environment. No increase in tax payments or convenience can match the value of the greenery we now enjoy on Sitwell Avenue because of the vacant land.

These are my reasons for opposing this proposal. Our youth will continue to have a needed playing field and our neighborhood will be protecting its natural environment. You will be serving our community better by voting against this proposal.

Practice Assignment #5 - Task

(Mandatory Drug Testing of Athletes)

The Situation:

The issue of regular mandatory testing of athletes for drug abuse has come up in several recent articles in your school newspaper. Various points of view have been expressed. Questions of personal rights and the fairness of singling out a particular group have been raised.

Your Task:

Write a composition of at least 200 words expressing your point of view on this issue, either for or against such testing. Any position you choose is acceptable, but you must state it clearly and support it with reasons, giving examples where appropriate. Include in your composition:

- a clearly stated opinion
- at least two reasons for the position you have taken with examples and/or explanations
- appropriate introductory and concluding paragraphs

Practice Assignment #5 - Sample Composition

(Mandatory Drug Testing of Athletes)

Dear Editor,

All young people who enjoy sports should feel strongly, as I do, that athletes must be tested regularly for drug abuse. The recent scandals involving well-known professionals on major teams have made it clear that the drug abuse problem is so serious that this drastic measure has to be taken.

Although some may believe that this is unfair to athletes because it singles them out as a special group to be treated differently, that is my most important reason for supporting this measure. They are special. Baseball, football, and basketball stars are viewed by the public as heroes. We trust them as role models for our youth. What kind of example do they set if they engage in drug abuse? They have to prove that they are worthy of our trust. When people accept a place in the public eye, they understand that their private lives become public and that they must live by higher standards.

Another reason that I believe in this policy of drug testing is that it will help to protect those sports that we love the most. It is a well-known fact that the public becomes disgusted with sports in which players are found out to be using drugs. This causes a loss of support for teams and eventually a lowered quality of the game. If these athletes know they will be tested regularly, they will not take a chance with drug abuse.

I trust that I have made it clear that there should be no objection to such testing for drugs. Athletes who willingly serve as role models for our youth and who desire to uphold the quality of the sport will agree. They are the only ones who count.

APPENDICES

Glossary of Computer Terms

BLOCK INDENT--
The indenting of a whole portion of text in a document.

BLOCK MARKERS--
Markers which let your word processor know which section of the text you want to delete, copy, or move.

BLOCKING TEXT--
To make a certain portion of a document stand out by indenting it from the margin in a block.

BOLDFACE--
An extra darkness or thickness in some characters printed on a paper. Boldface is a special command you give your word processor. The characters in boldface will be darker than the other characters when printed.

BOOTING--
To program the computer for start-up by turning it on and by inserting a program disk.

BUFFER--
An area of memory used for short term storage of text or data.

BUG--
Error: may be either a programming error or equipment malfunction.

BYTE--
The entire binary representation of a character is called a byte. In the computer's binary code the letter A looks like 1000001, B looks like 1000010, and so on. The whole expression is a byte; each individual is a bit.

CANCEL--
To undo a command you have started to give a word processor. Most commands are cancelled by the ENTER or ESCAPE key.

CAPS LOCK--
This key allows you to enter your text in capital letters without having to shift between the upper and lower case.

CATALOG--
A list of the titles of the documents you have stored on the computer disk. It is also called a directory.

CENTER--
To type or print a line of text so that it has even margins on both sides. A word processor centers text by putting the same number of characters to both left and right of the center point.

CHARACTER--
Single items that can be arranged in groups to stand for information. There are two forms: (1) numbers, letters, graphic symbols, etc., that can be understood by human beings, and (2) groups of binary digits that can be understood by the computer. A character is usually represented by one byte.

CHARACTER PRINTER--
A type of printer that produces text one character at a time as opposed to one line at a time.

CLASSROOM MANAGEMENT SYSTEMS--
A program that maintains the class records for a teacher. It may include grades, test scores, attendance, as well as other student information.

CLEAR KEY--
Pressing a clear key will remove your work from the screen and/or the computer's memory.

COMMAND--
An instruction given to the computer from an input device.

COMPUTER-ASSISTED INSTRUCTION(CAI)--
Direct instruction conducted by the computer. Examples of this type of instruction are: drill and practice, tutorial, simulation and gaming, inquiry and dialogue, information retrieval, and problem-solving.

COURSEWARE--
Instructional materials for the computer, including the program itself (in disk or tape form), and the teacher and student print materials needed for appropriate use.

CPU--
The Central Processing Unit controls what the computer does. The arithmetic, control, and logic units do computations and direct functions for the computer.

CURSOR--
A blinking light that shows you where the next character will appear. The cursor can be moved with four different keys.

DAISY WHEEL PRINTER--
A printer that has a wheel mechanism, with characters on the perimeter of the wheel. The wheel rotates to place the appropriate character in print position. A "hammer" strikes the character, forcing it against a ribbon, thereby forming an impression on the paper. The daisy wheel printer forms a solid character on the paper; it has the reputation for great reliability and is relatively inexpensive.

DATA--
The information given to or received from a computer.

DATA FILE--
The location where information is filed or placed.

DEBOOT--
The act of removing the program and the storage diskettes from the computer and turning off the computer and the screen.

DEBUG--
The process of finding, locating, and correcting errors in a program.

DECIMAL TABULATOR--
A feature that allows for automatic aligning of decimal points when vertical columns of numbers are being entered.

DEFAULT--
The automatic settings on a computer. For example, the default setting for spacing is single. This means that all text will automatically print in single space. Anyone wishing to change the spacing on any text must change the default setting.

DELETE--
To remove characters or words from a text.

DESTRUCTIVE KEY--
A key that erases an old character and replaces it with a new character.

DISK--
Magnetic coated material in a 5" or 8" record-like shape on which information and programs are stored. The information is stored randomly and is therefore able to be retrieved faster than on cassette storage. Sometimes called diskettes, discs or floppy disks.

DISK DRIVE--
A mechanical unit that may be built into the microcomputer case or may be an add-on peripheral which reads and records on a round magnetic surface. See also "disk" and "floppy disk."

DOCUMENT--
A unit of information or file that is stored on a disk. Also called text.

DOCUMENTATION--
A written description of a piece of software or hardware. It gives the directions to operate a program or piece of equipment.

DOS--
Disk Operating System. A set of programs and instructions that permit interaction between the diskettes and the microcomputer.

DOT MATRIX--
A method to generate graphic characters by using dot patterns. A 5 x 7 dot matrix is a common example.

DUAL DISK DRIVE--
A computer which has two disk drives and can hold both the program disk and the storage disk at the same time.

EDITING KEYS--
Special keys that allow a word processing operator to insert or delete portions of text displayed on a screen.

EDITING TEXT--
The act of making changes in a document, including inserting, deleting, and moving text.

END KEY--
This key brings the cursor to the end of the document.

ESCAPE--
A command that gives the word processing operator an easy way of avoiding any mistake; avoiding the mistake is done by pressing the ESC key. The ESC key usually returns you to the main menu.

EXECUTE--
The running of a computer program.

EXIT--
To leave or quit a computer program. The exit key usually brings you back to DOS.

FACE--
Typeface; a particular style or size of type used in printing.

FILENAME--
Number or letter characters to identify a file or collection of data.

FLOPPY DISK DRIVE--
A device for storing masses of information on a rotating, flexible, metallic-coated plastic disk which is similar to a 45 rpm record. Information can be stored and retrieved.

FOOTER--
Text to be printed at the bottom of a page. Data to include might be the page number, a footnote, or a chapter title.

FORMAT--
The layout and appearance of a text, page, or an entire document. Format includes line length, vertical and horizontal spacing, headings, tab stops, indentation, paragraphing and block text layouts.

FUNCTION KEYS--
The gray keys on some computers (F1-F12) that enables one to perform word processing operations.

HARDCOPY--
Data or information printed on paper as distinguished from the temporary image on the computer's screen.

HARDWARE--
The physical equipment that goes into a computer system, consisting of the central processing unit plus all peripherals.

HEADER--
Text intended to be printed or displayed at the top of a page.

HELP MENU--
A list of all the features of a word processing program with the specific function key used to perform that feature.

HIGHLIGHT--
An extra brightness to certain characters on a screen.

HOME KEY--
This key brings the cursor to the beginning of the document.

INSERT--
To add characters or words to a text.

JUSTIFYING TEXT--
Adjusting lines of text so that each fits evenly between the right and left margin.

KEYBOARD--
Similar to a typewriter keyboard, this is where information is put into the computer, includes computer function keys, such as reset, run, clear, etc.

LINE PRINTER--
A type of printer that produces text one line at a time as opposed to one character at a time.

LINE SPACING--
The amount of empty space between consecutive printed lines. Line spacing is a formatting decision that affects the way your text will look when it is printed.

MARGINS--
The blank areas between your printed text and the top, bottom, left and right edges of the paper it is printed on. Margins are an important part of the format of the printed document.

MEMORY--
The integrated circuits of a computer which store information. In microcomputers, they are referred to as random access memory (RAM) and read only memory (ROM).

MENU--
A list of files that are stored on a disk; a list of activities which a program is able to do; also called a CATALOGUE.

MICROPROCESSOR--
An integrated circuit that executes instructions inside the microcomputer. It is the "brain" of the computer.

MOVING TEXT--
The ability to remove a specific section of a text from one location and to insert it into another location in the text. You can move a character, word, sentence, paragraph, or whole block of text.

PAGE-UP/PAGE-DOWN--
These keys allow you to scroll your text back or forward since only part of the text is visible on a screen at one time.

PERMANENT MEMORY--
Holds special instructions on how to store, combine, and move data. Even when you turn the computer off, this information remains inside.

PERSONAL COMPUTER--
A microcomputer designed for instructional uses, entertainment, personal or business recordkeeping, etc.

PRINTER--
A peripheral device that collects output data from the microcomputer and prints it on paper. Printers are defined as impact or non-impact. Impact printers strike the paper by a ribbon (like a typewriter). Non-impact printers form characters by electrical charges, or by spraying ink.

PROGRAM DISK--
A set of instructions for getting a computer to perform a desired operation; PFS:WRITE is one word processing program disk.

PROMPT--
A helpful message or question from your program. A prompt 1) can be a symbol, such as ">" 2) can tell you there is a problem, such as "Diskette error" 3) can ask you a question, such as "Save what?" 4) can ask you to rethink a decision, such as "Are you sure?"

PROOFREADER'S MARKINGS--
Symbols commonly used to correct copy.

PROTECTION TAB--
A tab that is placed on the notch of the storage disk so that your work will not be erased.

REVISIONS--
Any changes in text that result in making the ideas presented in the text clearer and more accurate.

RULER--
This is at the bottom of some editing screens and shows you the margin settings, the tab settings (T), and the indent (I).

SAVE--
A command which causes information in the computer to be "written" into off-line or mass storage.

SAVING TEXT--
To transfer a copy of your work from the computer's memory to a storage disk. Saving prevents your work from being lost when the computer is turned off. Saving puts the text into the permanent memory.

SCROLLING--
A technique of displaying data on a cathode ray tube (CRT) screen. Each line of data appears first at the bottom and moves upward as new lines are displayed. Eventually the line disappears off the top of the screen.

SEARCH AND REPLACE--
To look for a particular word or string of words in a document and replace it with another word or string of words. This comes in handy when you realize that you have mispelled the same word several times or when you are sending the same letter to several people and have used their name in the body of the letter.

SHIFT KEY--
This key enables you to type upper and lower case characters.

SOFTWARE--
The programs and accompanying documentation. Software is stored on tape cassettes, disks, and solid state cartridges. These are permanent methods of storage and are not erased when the computer is turned off. The computer reads the software into its temporary random access memory (RAM) in order to manipulate the data in its functioning. Also see: courseware.

STATUS LINE--
The information that is printed on some editing screens. It tells you what page you are working on, the amount of space left, and the name of your document.

STORAGE DISK--
A disk different from a program disk which enables the user to store and save material for future use.

TAB STOPS--
Points at which the cursor stops after depressing the tab key.

TEMPORARY MEMORY--
Holds special instructions that you give your computer. When you turn off the computer, everything in the temporary memory disappears.

TRANSPOSE--
To switch places.

UNDERSCORE--
Another word for underline. To print a straight line below one or more characters. Usually, the underline appears on the hard copy and not on the monitor.

UNJUSTIFIED TEXT--
To print text so that the left line touches the margin but the right line does not. The right margin appears to be "ragged" and uneven.

WORKING COPY--
This prompt tells you that you are creating a new document for the first time.

WRAP AROUND--
A word automatically moves to the next line when it cannot fit on a line of text. This feature of the word processor eliminates the need to key a return at the end of each line of text.

Software Duplication Guidelines

Like plays, novels, songs, textbooks, and all other published material, the programs and files on a published computer diskette are fully protected by the copyright laws of the United States. No diskette can legally be copied without the appropriate permission of the publisher. The position of the Division of Computer Information Services of the New York City Board of Education on diskette copying is the following:

1. Duplication of copyrighted software or documentation is prohibited.
2. Software publishers must be contacted to verify procedure for back-up multiple copies and licensing agreements.
3. A publisher's written permission is required to download or network programs to other microcomputers.
4. No student or Board of Education employee may use school computers to duplicate copyrighted software.
5. The use of illegally duplicated software, however obtained, is prohibited in all Board of Education facilities.
6. Simultaneous use of original software and/or its back-up is not permitted without the written permission of the publisher.

The copyright of the enclosed diskettes, however, belongs exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of copies of these diskettes for use in the New York City public schools, either in day or evening sessions, without obtaining further permission. For your convenience, and to enhance the educational value of these programs, it is strongly advised that you make at least one copy of each diskette for each computer in your computer lab to allow all of your students to work on the same program simultaneously.

The New York City Board of Education has computer diskettes under contract at this time. If you wish to purchase additional diskettes, the Division of Computer Information Services suggests that you contact:

Jordan Computer Enterprises Inc.
1436 Gordon Street
Allentown, Pa. 17102
contract number P27291
vendor number COM121

Copying Public Domain Diskettes for MS DOS Computers

Diskcopy with One Disk Drive

To make a copy of a software diskette on an IBM PC, PCjr, or IBM compatible computer with a single disk drive, follow these steps:

1. Before you start, be sure that the diskette you wish to copy is write-protected. Write protecting a diskette will prevent you from accidentally erasing or overwriting any of its programs or files. You can write-protect a diskette by placing a small piece of tape over the write-protect notch on its left side.

2. Insert the IBM DOS diskette into the disk drive, turn the computer and the monitor on, wait for the DOS to boot up, then enter the date and time. The last line on the screen will be A>.

3. Type Diskcopy, then press ENTER. The screen will display the message,

   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .

   The SOURCE diskette is the diskette you want to copy. Remove the DOS diskette from the disk drive and insert the Source diskette. Press ENTER.

4. The screen will display a Copying . . . message, then the following instructions:

   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .

   The TARGET diskette is the diskette you want to copy to. Remove the source diskette from the disk drive and insert the Target diskette.

   (NOTE: It is not necessary to format a new diskette before using it as the target diskette. Diskcopy will format automatically before copying.)

   Press ENTER.

5. If your target diskette has not been formatted before, the screen will display a Formatting . . . message before it copies. After it has formatted and copied, it will repeat the message it gave you in step 4:

   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .

   Remove the target diskette from the disk drive and insert the source diskette again. Press ENTER.

6. After another Copying . . . message, the screen will repeat the message from step 5:

   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .

Again, remove the source diskette from the disk drive and insert the target diskette. Press ENTER.

7. This is the last stage of the procedure. When the screen displays the message

```
Copy another diskette (Y/N)?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y. The screen will repeat the message

```
Insert SOURCE Diskette in Drive A :
Press any key when ready . . .
```

You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City public schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

Diskcopy with Two Disk Drives

Copying on an IBM PC or IBM-compatible computer with two disk drives is an even easier procedure, because it doesn't require alternately removing and inserting the source and target diskettes. Follow the directions for steps 1 and 2 for a computer with one disk drive, then type in Diskcopy A: B: at step 3 and press ENTER. The screen will display this message:

```
Insert SOURCE Diskette in Drive A :
Insert TARGET Diskette in Drive B :
Press any key when ready . . .
```

Remove the DOS diskette, insert the source and target diskettes into the proper disk drives and press any key on the typewriter keyboard. The screen will display a Copying . . . message while it copies the source diskette and a formatting . . . message if the target diskette hasn't already been formatted. When the screen displays the message

```
Copy another diskette (Y/N)?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette. If you want to make another copy of the source diskette, type in Y and repeat the procedure.

Copying Public Domain Diskettes for the Apple IIe

To make a copy of your software diskette, follow these steps:

1. Before proceeding, be sure that the diskette you wish to copy is write protected. Write protecting your diskette will prevent you from accidentally erasing or overwriting any of its programs or files during this or any other use of the diskette. You can write protect a diskette by placing a small piece of tape over the write protect notch on the diskette's left side.

2. Insert the DOS 3.3 System Master diskette into drive 1 and turn the computer and the monitor on. When the Applesoft prompt and cursor appear appear type in RUNCOPYA and press RETURN.

3. The screen will display the message

```
APPLE DISKETTE DUPLICATION PROGRAM
ORIGINAL SLOT:   DEFAULT = 6
```

   Press RETURN.

4. The screen will display

```
ORIGINAL SLOT: 6
        DRIVE:    DEFAULT = 1
```

   Again, press RETURN.

5. The screen will display

```
DRIVE: 1
```

   and add a new message:

```
DUPLICATE SLOT:  DEFAULT = 6
```

   Press RETURN.

6. The screen will display

```
DUPLICATE SLOT: 6
```

   and ask one last question:

```
DRIVE:    DEFAULT = 2
```

   If you are using an Apple II Plus or IIe with one disk drive, change the number 2 to 1 and press RETURN. If your machine has two disk drives, simply press RETURN. The screen will display

```
-- Press 'RETURN' key to Begin Copy --
```

7A. If you are using a computer with two disk drives, the screen will give you no further instructions. Remove the DOS 3.3 System Master diskette and insert the source diskette into drive 1. (The source diskette is the diskette you want to copy.) Insert the target diskette into drive 2.

(NOTE: It is not necessary to format a new diskette before using it as the target diskette. The Apple II Plus or IIe will format it automatically before copying onto it.)

Press RETURN. Reading and Writing messages will appear alternately as the computer reads the source diskette and writes onto the target diskette. If the target diskette has not been formatted before, the screen will also display Formatting.

7B. If you are using a computer with a single disk drive, press the RETURN key. You will have to alternately insert and remove both the source diskette and the target diskette during the copying procedure. The screen will tell you what to do at the proper times. Follow its instructions carefully. When you insert the target diskette for the first time, the screen will display the word Initializing while it proceeds.

When the screen displays the message

DO YOU WISH TO MAKE ANOTHER COPY?

the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y and press RETURN. The screen will repeat the message

-- Press 'RETURN' key to Begin Copy --

You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City Public Schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

Caring for Your Diskettes

Your computer diskettes will provide years of dependable service if you and your students handle them properly by following a few simple procedures.

1. Never handle a diskette unnecessarily. When it is necessary to touch a diskette, hold it by the corner near the label, and touch as little of its surface as possible. Under no circumstances should you ever touch the interior magnetic recording surface, either through the center of the diskette or any other opening in the diskette cover.

2. Never bend or fold a diskette.

3. Whenever possible, write out the diskette label before affixing it to the diskette. If it is necessary to write on the label after it has been affixed to the diskette, always use a felt tipped pen or marker. Never write on the diskette with a pencil or ball point pen.

4. Never attach anything to a diskette with a paper clip of any kind.

5. When a diskette is not in use, always return it to its paper envelope. store it in a cool, safe place, away from direct sunlight, excessive heat, moisture, dust, and dirt of any kind.

6. Computer diskettes are magnetic, and any contact with other sources of magnetism can destroy the programs and files that are stored on them. Keep your diskettes away from magnets of any kind, no matter how harmless they seem to be. Magnetic desktop paper clip holders (a principal source of trouble because they aren't obvious), magnetic children's toys and so forth can damage your diskettes.

   In addition, many common electric and electronic appliances are sources of magnetism. Televisions, radios, electric lights, and even the screen of your computer monitor produce minute amounts of magnetism which can cause diskette damage. Store your diskettes away from these devices when they are not in use, and do not allow your diskettes to come into contact with them when you are using them.

7. Never attempt to clean a diskette with cloth or fluid.

8. Always write protect your important diskettes by covering the notch in the left side with tape. This will keep you from accidentally erasing or overwriting an existing program or file.

9. Finally, accidents that ruin or erase diskettes are bound to happen. Learn how to use the diskcopy and copy commands on your DOS, and, as a precaution, always make back-up copies of any diskettes you would find difficult or impossible to replace.

For More Help...

The Division of Computer Information Services maintains a Technical Assistance Center (TAC) in each of the five boroughs. These centers are equipped with a wide variety of computers, software, and, most important, experienced advisors to help you use the computers in your school more effectively and to answer any questions about computer education you may have. All New York City public school teachers are welcome to make use of TAC facilities, either by telephone or in person, at any time during the year. TACs are normally open from 9 A.M. to 5 P.M. during the school year and through all school vacations, including the summer, but daily hours can vary. Call first.

Bronx TAC
1000 Teller Avenue
Bronx, N.Y. 10456
(212) 588-0279

Brooklyn TAC
3000 Avenue X
Brooklyn, N.Y. 11235
(718) 769-2860

Manhattan TAC
134 West 122 Street
New York, N.Y. 10027
(212) 662-0122

Queens TAC
167-01 Gothic Drive
Jamaica, N.Y. 11432
(718) 658-0491

Staten Island TAC
1200 Manor Road
Staten Island, N.Y. 10314
(718) 494-5042

Also available:

RCT English Writing Practice

STUDENT STUDY GUIDE

ISBN: 88315-983-X